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ABSTRACT

The hearings pertain to approximately 50 bills on the education and training for war veterans and their dependents. Among the proposals seeking changes in and liberalization of the several education programs are: extension of the delimiting date of the current program, direct tuition payments to schools, and restoring entitlement of World War II and Korean conflict veterans. The document includes copies of the bills and agency reports on the bills as well as a list of the bills being considered. The final 140 pages of the document consist of a copy of a report submitted to the committee by the Educational Testing Service on the committee-directed independent study of the operation of the post-Korean conflict program of educational assistance currently carried out under Title 38 U.S.C. in comparison with similar programs of educational assistance that were available to veterans of World War II and of the Korean conflict. Testimony on the report is also included. (For the Comparative Study carried out by the Educational Testing Service see CE 000 840.) (Author/AG)

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ED 087872

PENDING EDUCATION BILLS AND COMMENTS ON REPORT OF EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY

HEARINGS

BEFORE THE

SUBCOMMITTEE ON EDUCATION AND TRAINING

OF THE

COMMITTEE ON VETERANS' AFFAIRS
HOUSE OF REPRESENTATIVES

NINETY-THIRD CONGRESS

FIRST SESSION

ON

PENDING BILLS RELATED TO EDUCATION AND TRAINING OF WAR VETERANS AND CERTAIN OF THEIR DEPENDENTS

JULY 24, 25, AND 26; SEPTEMBER 11, 12, 18, AND 25, AND OCTOBER 2, 1973

Printed for the use of the Committee on Veterans' Affairs

Pages of all hearings are numbered cumulatively to permit a comprehensive index at the end of the Congress. Page numbers lower than those in this hearing refer to other legislation.

CE 000 962

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EDUCATION AND TRAINING FOR WAR VETERANS AND CERTAIN OF THEIR DEPENDENTS

TUESDAY, JULY 24, 1973

House of Representatives,
Subcommittee on Education and Training
of the Committee on Veterans' Affairs,
Washington, D.C.

The Subcommittee on Education and Training of the Committee on Veterans' Affairs met, pursuant to call, at 10:10 a.m., in room 334, Cannon House Office Building, Washington, D.C., Hon. Henry Helstoski (chairman of the subcommittee) presiding.

Mr. Helstoski. The subcommittee will come to order.

The Subcommittee on Education and Training is meeting this morning to begin oversight and legislative hearings on one of our most important veterans' programs, namely, education and training for war veterans and certain of their dependents.

This program was first authorized in 1944 for our World War II veterans and has subsequently been provided for veterans of the Korean conflict and those who served after January 31, 1955, including, of course, the Vietnam veterans.

There are pending on the agenda approximately 50 bills proposing an extension of the delimiting date of the current program, proposing direct tuition payments to schools, restoring entitlement of World War II and Korean conflict veterans, and otherwise seeking changes in and liberalization of the several education programs.

Without objection a list of the bills under consideration will be inserted at this point in the record, along with agency reports thereon and copies of the bills. In cases where the agency has not yet submitted a formal report the record will be held open to receive such reports as they become available.

[The documents to be furnished follow:]

Bills for Consideration by Subcommittee on Education and Training, by Category

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H.R. 477	Erlenborn, John N.
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H.R. 2254	Breaux, John B.
H.R. 2368	Miller, Clarence E.
H.R. 2681	Helstoski, Henry

H.R. 6154	Hillis, Elwood
H.R. 6217	Carney, Charles (Ohio)
H.R. 6488	Broyhill, Joel (Va.)
H.R. 7909	Eilberg, Joshua
H.R. 7968	Reuss, Henry
H.R. 8330	Breaux, John B.
H.R. 8333	Breau, John B.
H.R. 8374	Kemp, Jack F.
H.R. 8626	Breaux, John B.
H.R. 8627	Breaux, John B.
H.R. 8800	Breaux, John B.
H.R. 8983	Patman, Wright
H.R. 9081	Gaydos, Joseph M.
H.R. 9147	Breaux, John B.

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H.R. 3048	Matsunaga, Spark M.
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H.R. 5119	Carter, Tim Lee
H.R. 5995	Smith, Neal (Iowa)
H.R. 6953	Pepper, Claude
H.R. 7559	Koch, Edward I.
H.R. 7560	Koch, Edward I.
H.R. 8167	Breaux, John B.
H.R. 8335	Cronin, Paul W.
H.R. 8489	Jordan, Miss Barbara
H.R. 8494	Koch, Edward I.
H.R. 8495	Koch, Edward I.
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H.R. 6488 (sec. 2)	Broyhill, Joel (Va.)
H.R. 6866	Kyros, Peter N.

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REFRESHER—RETAINING BENEFITS

H.R. 3386	Dellums, Ronald V.
H.R. 8684	Grasso, Mrs. Ella T.

INCREASE PERIOD OF ENTITLEMENT

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H.R. 7031	Roe, Robert A.

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Addabbo, Joseph P.	H.R. 8800 (cosponsor).
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Badillo, Herman	H.R. 8494 (cosponsor).
Bevill, Tom	H.R. 9147 (cosponsor).

Bingham, Jonathan B	H.R. 8800 (cosponsor).
Boggs, Lindy (Mrs. Hale)	H.R. 8330 (cosponsor).
Boland, Edward P	H.R. 8494 (cosponsor).
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O'Hara, James G	H.R. 3843, H.R. 9147 (cosponsor).
Patman, Wright	H.R. 8983.
Pepper, Claude	H.R. 6953, H.R. 8330 (cosponsor), H.R. 8495 (cosponsor).
Podell, Bertram L	H.R. 8983.
Quie, Albert H	H.R. 8626 (cosponsor).
Railsback, Tom	H.R. 8626 (cosponsor).
Rangel, Charles B	H.R. 8495 (cosponsor), H.R. 8626 (cosponsor).
Rarick, John R	H.R. 1632, H.R. 8333 (cosponsor).
Reuss, Henry S	H.R. 7968.
Rodino, Peter W., Jr	H.R. 8495 (cosponsor).
Roe, Robert A	H.R. 7031, H.R. 8800 (cosponsor).
Roncallo, Angelo	H.R. 9147 (cosponsor).
Rosenthal, Benjamin S	H.R. 8495 (cosponsor).
Roush, J. Edward	H.R. 8800 (cosponsor).
Roybal, Edward R	H.R. 2170, H.R. 8495 (cosponsor).
Riegle, Donald W., Jr	H.R. 8495 (cosponsor).
Rinaldo, Matthews J	H.R. 8626 (cosponsor).
Robinson, J. Kenneth	H.R. 8800 (cosponsor).
St Germain, Fernand J	H.R. 8800 (cosponsor).
Sarbanes, Paul S	H.R. 8495 (cosponsor).
Schroeder, Mrs. Patricia	H.R. 8495 (cosponsor), H.R. 8626 (cosponsor).
Seiberling, John F	H.R. 8495 (cosponsor), H.R. 8626 (cosponsor).
Sisk, B. F	H.R. 8627 (cosponsor).
Smith, Neal, of Iowa	H.R. 5995.
Stokes, Louis	H.R. 8627 (copsonsor).
Stuckey, W. S. (Bill), Jr	H.R. 8800 (cosponsor).
Studds, Gerry E	H.R. 8333 (cosponsor).
Symington, James W	H.R. 9147 (cosponsor).
Thompson, Frank, Jr., of New Jersey	H.R. 8800 (cosponsor).
Thomson, Vernon W	H.R. 8627 (cosponsor).
Thone, Charles	H.R. 8333 (cosponsor).
Veysey, Victor V	H.R. 8800 (cosponsor).
Whitehurst, G. William	H.R. 8333 (cosponsor).
Wilson, Charles H., of California	H.R. 9147 (cosponsor).
Winn, Larry, Jr	H.R. 8627 (cosponsor).
Wolff, Lester L	H.R. 8627 (cosponsor)
Won Pat, Antonio Borja	H.R. 8333 (cosponsor), H.R. 8495 (cosponsor).
Wyatt, Wendell	H.R. 8333 (cosponsor).
Yatron, Gus	H.R. 8495 (cosponsor) H.R. 8800 (cosponsor).
Young, Andrew, of Georgia	H.R. 8627 (cosponsor).

BILLS CONSIDERED, SUBCOMMITTEE ON EDUCATION AND TRAINING, BY NUMBER

Bill No.	Author	Cosponsors
H.R. 477	Erlenborn, John N	
H.R. 859	Murphy, John M. (New York)	
H.R. 862	do	
H.R. 1632	Rarick, John R	
H.R. 2170	Matsunaga, Spark M	
H.R. 2254	Breaux, John B	
H.R. 2368	Miller, Clarence E	
H.R. 2681	Helstoski, Henry	
H.R. 3048	Matsunaga, Spark M	
H.R. 3386	Dellums, Ronald V	
H.R. 3433	Helstoski, Henry	
H.R. 3671	McDade, Joseph M	
H.R. 3843	O'Hara, James G	
H.R. 4366	Dorn, Wm. Jennings Bryan	
H.R. 4811	Kemp, Jack F	
H.R. 5119	Carter, Tim Lee	
H.R. 5995	Smith, Neal (Iowa)	
H.R. 6154	Hillis, Elwood	
H.R. 6217	Carney, Charles (Ohio)	
H.R. 6488	Broyhill, Joel V. (Virginia)	
H.R. 6866	Kyros, Peter N	
H.R. 6953	Pepper, Claude	
H.R. 7031	Roe, Robert A	
H.R. 7559	Koch, Edward I	Les Aspin.
H.R. 7560	do	Mr. Aspin.
H.R. 7909	Eilberg, Joshua	
H.R. 7968	Reuss, Henry	
H.R. 8167	Breaux, John B	
H.R. 8330	do	Ms. Abzug, Mr. Alexander, Mrs. Boggs, Mr. Brown of California, Mrs. Chisholm, Mr. Cleveland, Mr. Cochran, Mr. Davis of South Carolina, Mr. de Lugo, Mr. Denholm, Mr. Drinan, Mr. Fauntroy, Mr. Froehlich, Mrs. Grasso, Mr. Harrington, Mr. Harvey, Mr. Horton, Mr. Ketchum, Mr. Lehman, Mr. Long of Louisiana, Mr. Moakley, Mr. Moss, and Mr. Pepper.
H.R. 8333	do	Mr. Moss, Mr. Pepper, Mr. Podell, Mr. Rarick, Mr. Reuss, Mr. Studds, Mr. Thone, Mr. Tiernan, Mr. Treen, Mr. Whitehurst, and Mr. Won Pat.
H.R. 8335	Cronin, Paul W	
H.R. 8374	Kemp, Jack F	
H.R. 8489	Jordan, Miss Barbara	
H.R. 8494	Koch, Edward I	Mr. Aspin, Mr. Badillo, Mr. Boland, Mr. Brown of California, Mr. Burton, Mr. Dellums, Mr. De Lugo, Mr. Diggs, Mr. Edwards of California, Mr. Gibbons, Mr. Harrington, Mr. Hawkins, and Mr. Lehman.
H.R. 8495	do	Mr. Aspin, Mr. Metcalfe, Mr. Moakley, Mr. Pepper, Mr. Rangel, Mr. Riegle, Mr. Rodino, Mr. Rosenthal Mr. Roybal, Mr. Sarbanes, Mrs. Schroeder, Mr. Seiberling, Mr. Won Pat, Mr. Yatron.
H.R. 8626	Breaux, John B	Mrs. Burke of California, Mr. Culver, Mr. Dan Daniel, Mr. Dominick V. Daniels, Mr. Fascell, Mr. Flood, Mr. Ginn, Mr. Gude, Mrs. Hansen of Washington, Mr. Leggett, Mr. McCormack, Mrs. Mink, Mr. Mitchell of Maryland, Mr. Mollohan, Mr. Mosher, Mr. Murphy of New York, Mr. Murphy of Illinois, Mr. Nix, Mr. Quie, Mr. Railsback, Mr. Rangel, Mr. Rinaldo, Mrs. Schroeder, and Mr. Seiberling.
H.R. 8627	do	Mr. Sisk, Mr. Stokes, Mr. Thomson of Wisconsin, Mr. Winn, Mr. Wolff, and Mr. Young of Georgia.
H.R. 8684	Grasso, Mrs. Ella T	
H.R. 8800	Breaux, John B	Mr. Addabbo, Mr. Bingham, Mr. Burton, Mr. Butler, Mrs. Collins of Illinois, Mr. Coughlin, Mr. Cronin, Mr. Diggs, Mr. Green of Pennsylvania, Mr. Hawkins, Mr. Hechler of West Virginia, Ms. Lott, Mr. Robinson Mr. Roe, Mr. Roush, Mr. St Germain, Mr. Stuckey, Mr. Thompson of New Jersey, Mr. Veysey and Mr. Yatron.
H.R. 8983	Patman, Wright	
H.R. 9081	Gaydos, Joseph M	
H.R. 9085	Helstoski, Henry	
H.R. 9147	Breaux, John B	Mr. Bevill, Mr. Conyers, Mr. Corman, Mr. Fraser Mr. Gaydos, Mr. Gilman, Mr. O'Hara, Mr. Roncallo of New York, Mr. Symington, and Mr. Charles H. Wilson of California.

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., July 10, 1973.

Hon. WM. JENNINGS BRYAN DORN,
Chairman, Committee on Veterans' Affairs.
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 3671, H.R. 3843, H.R. 6488, and H.R. 6866, 93d Congress.

The proposals would amend chapter 34 of title 38, United States Code, to restore entitlement to educational benefits to veterans of World War II and the Korean conflict. Section 2 of H.R. 6488 would also restore entitlement to unused educational benefits for any veteran of the Vietnam era whose entitlement terminated before he availed himself of the benefit.

The effect of the proposals would be to permit eligible veterans of World War II and the Korean conflict (and Vietnam veterans under H.R. 6488) to pursue education and training under chapter 34 of title 38, United States Code, to the extent of any months of entitlement they did not use before expiration of their entitlement under Public Law 346, 78th Congress; Public Law 550, 82d Congress (later codified as chapter 33 of title 38, United States Code; and Public Law 89-358.

The primary purpose of the World War II and Korean GI bills (as well as the current law) was to assist veterans in their readjustment from military to civilian life. World War II was officially terminated on July 25, 1947, approximately 26 years ago. For most veterans, educational benefits under the World War II GI bill ended on July 25, 1956—9 years after the official termination date. It appears reasonable to consider that the 9-year period granted these veterans to take advantage of the financial benefits authorized under that law was a liberal one. It gave a veteran 9 years in which to complete a 4-year standard college degree course, or 108 months in which to utilize the maximum 48 months of entitlement provided under that law.

For education benefit purposes the Korean conflict officially ended on January 31, 1955—over 18 years ago. The Korean conflict GI bill allowed each eligible veteran 8 years from the date of his separation from a period of Korean conflict active duty or until January 31, 1965 (10 years from the termination date), whichever was later, to pursue his program of education. In addition, a Korean conflict veteran who remained on active duty after January 31 ,1955, is eligible for educational benefits under the current GI bill based upon any portion of service after that date not used for education or training under the prior law.

be entitled to educational assistance after their discharge from active duty. A separate report has been submitted on proposals to extend the time limitation for using educational benefits including unlimited extension contained in H.R. 6488. This report, therefore, will not discuss that matter. Our comments in the report on extension of the time limitation, however, apply to H.R. 6488.

For the foregoing reasons, we oppose enactment of H.R. 3671, H.R. 3843, H.R. 6488, and H.R. 6866.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON,
Administrator.

We believe that World War II veterans and Korean conflict veterans have had ample time to pursue education or training to assist them in meeting the concept of the respective GI bills; namely, readjustment from military to civilian life.

We would also like to point out that enactment of this measure would result in a major administrative problem in the area of records. Under our document retention schedule, many of the rehabilitation and education folders of World War II and Korean conflict veterans, and to a lesser extent veterans who served after February 1, 1955, have been destroyed. The schedule calls for destruction of the folders 4 years after completion or discontinuance of training or disallowance of the application and after settlement of appeals or any other pending matters. It would be necessary to reconstruct a veteran's entitlement record, to the extent possible, from various microfilm payment records. This would be an extremely difficult undertaking. It would present a monumental and costly task if required on a large scale, since it could potentially involve millions of veterans who either chose not to take any training under the prior laws or who did not take full advantage of their entitlement.

As a technical matter, the reference in sections 2 and 3 of H.R. 3671 to "chapter 33 of this title" is inappropriate since that section of law was repealed by section 4 of Public Law 89–358.

We have no means of estimating the extent to which World War II and Korean conflict veterans, at their present age, and considering their present economic and social status, would avail themselves of this opportunity for additional education and training. Most of these veterans are in the labor force and probably could not spare the time to participate in a full-time educational program, but they might be able to take part-time courses. Retired veterans and others not in the labor force, however, might enroll for full-time training. For this reason, we are unable to estimate the probable cost of these proposals. We would, instead, like to cite some factors which we believe would be pertinent to a better understanding of the potential magnitude of the cost should this bill be enacted. These are as follows:

> Our records show that among veterans of World War II and the Korean conflict approximately 500 million months of entitlement were allowed to expire unused. When multiplied by the average value of a month of training under chapter 34, the dollar value of this unused entitlement would approximate $105 billion.
>
> If, under the proposed extension, only 1 in 20 (5 percent) of the eligible veterans were to use an average of only 12 months of training under chapter 34, the cost of direct benefits would approximate $2.1 billion.
>
> In addition, it is likely that the cost will be as high or higher for the latter portion of the 8 years in which these veterans would be eligible for training as in the first few years. This is because an increasing number would reach retirement age and therefore would have the time to pursue some new educational interest.

The first section of H.R. 6488 would extend, until used, the period of time within which veterans serving after February 1, 1955, may

Veterans' Administration,
Office of the Administrator of Veterans' Affairs,
Washington, D.C., July 11, 1973.

Hon. Wm. Jennings Bryan Dorn,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

Dear Mr. Chairman: This will respond to your request for a report by the Veterans' Administration on H.R. 3386, 93d Congress, a bill to amend title 38, United States Code, in order to permit certain veterans up to 9 months of educational assistance for the purpose of pursuing retraining or refresher courses.

The bill would amend chapter 34 of title 38, United States Code, to add a new section 1683A which would grant an additional 9 months of GI bill educational entitlement to certain veterans to permit them to pursue refresher courses to keep abreast of technological changes in their vocation or profession or to pursue courses to retrain them for a different vocation or profession. Veterans who could benefit from this proposal would be those who have attained the age of 50 years, have exhausted their GI bill educational entitlement (either World War II, Korean conflict or current law), are unemployed, or are not employed in their usual occupation, and who need such refresher or retraining courses.

Current law (sec. 1651) sets forth the purposes of the GI bill educational program as follows: (1) to enhance and make more attractive service in the Armed Forces; (2) to extend the benefits of a higher education to qualified and deserving young persons who might not otherwise be able to afford such an education; (3) to provide vocational readjustment and restore lost educational opportunities to those whose careers have been interrupted by service; and (4) to aid such persons in attaining the vocational and educational status which they might normally have aspired to and obtained had they not served their country.

The proposal set forth in H.R. 3386 is obviously unrelated to any of these purposes. The need for retraining is not related to military service, but is brought about by technological advances occurring many years after most potentially eligible veterans have completed their military service. Enactment of this proposal would, therefore, constitute a precedent for the use of veterans' benefits to deal with social problems and changes affecting the population at large rather than those arising from the rehabilitation and readjustment needs of veterans.

Another area of concern is the possibility that large numbers of applicants for retraining would be retirees who may lack real motivation to return to work. Many employees are being permitted to retire at an increasingly early age and receive liberal retirement benefits. We believe that there would be a strong likelihood that many of these people would be tempted to pursue refresher courses for cultural or professional enrichment rather than for bona fide vocational purposes. In such cases, payment of an educational or training allowance would not appear to be required on a needs basis.

We estimate that during the first 5 years approximately 739,000 veterans might be expected to use the proposed benefits at a direct benefit-cost of approximately $1.3 billion. The annual fiscal year cost for the 5 fiscal years is as follows:

Fiscal year:	*Direct benefit-cost [In millions]*
1974	$153.4
1975	312.4
1976	307.0
1977	292.3
1978	283.1

It is noted that there are several printer's errors in the bill. On page 3, line 6, the correct title 38 section reference should read "1682(b)" rather than "1862(b)." On page 3, line 9, the correct title for section 1683 should read "Approval of Courses."

For the foregoing reasons, the Veterans' Administration opposes the enactment of H.R. 3386.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely,

DONALD E. JOHNSON,
Administrator.

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., July 11, 1973.

Hon. WM. JENNINGS BRYAN DORN,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 859, H.R. 3048, and H.R. 4366, 93d Congress, similar bills, which would provide that certain active duty for training be counted as active duty in computing entitlement to educational benefits under chapter 34 of title 38, United States Code.

H.R. 859 would count as active service for the purpose of educational benefits, any period of not more than 6 consecutive months of full-time active duty for training, performed after January 31, 1955, where such training was for the purpose of obtaining initial military training with the Reserves or National Guard of any State. It would, however, limit the benefits to those veterans who serve in a combat zone pursuant to a call or order issued after August 4, 1964, as Reserves or National Guards and are eligible veterans as a result of such duty.

H.R. 3048, like H.R. 859, limits the benefits to members of the Reserves and National Guards, who served on active duty pursuant to the callup of August 4, 1964, and allows up to 6 months of credit, but it does not require combat zone service. This bill further limits the benefits to those who, upon release, are not entitled to 36 months of assistance.

H.R. 4366, on the other hand, provides that the initial period of active duty for training shall be deemed to be active duty if at any time subsequent to the completion of such period of active duty for training the veteran serves on active duty for a consecutive period of 1 or more years. Entitlement to this benefit would have to be utilized within 24 months of the date of enactment of the legislation.

The current GI bill (Veterans' Readjustment Benefits Act of 1966, as amended) limits educational benefits to veterans who have served on active duty for a period of more than 180 days, and specifically excludes any period during which an individual served under the active duty for training provisions of section 511(d) of title 10, United States Code. The exclusion of any period of active duty for training in the computation of eligibility and entitlement was also provided in the Korean conflict GI bill.

The rationale for such an exclusion was that a person who had no prior service, by enlisting in a standard 6-year period of Reserve obligation, would only receive up to 6 months of basic training in an active duty for training status, following which he was generally expected to merely attend a designated number of drills annually, usually in the evenings or on weekends, and serve a 2-week tour of active duty for training each year for a limited number of years. The granting of educational benefits premised on service such as is proposed in these bills would appear to be a departure from the readjustment concept. The primary purpose of each successive GI bill has been to assist veterans in their readjustment from military to civilian life. Congress, in enacting these laws, obviously concluded that the readjustment needs of persons who serve for comparatively short periods of time on active duty for training are not comparable to the needs of those who are required to serve on active duty for periods which are generally not less than 18 months and are usually longer.

Fulfillment of the military service requirement under a Reserve program permits a more orderly planning of an educational program than would be possible if educational plans were to be interrupted for a period of 2 years or more. Further, to hinge the benefit on service in a combat zone, as proposed in H.R. 859, would controvert current policy which provides nondiscriminatory treatment for all veterans serving during the same period. The period of service, rather than the areas where the veteran served should, we believe, be the governing factor.

Current law recognizes those situations which may require readjustment benefits such as injury or disease incurred during active duty under section 511(d) of title 10, United States Code. Thus, should a reservist suffer an injury or disease while on active duty for training or regular active duty, he is entitled to the same compensation benefits as other veterans. In addition, should he become economically incapacitated due to service-connected disease or injury, he is entitled to vocational rehabilitation up to 48 months, which is in excess of the 36 months educational allowance maximum under the GI bill.

Under existing law, each eligible veteran receives 1½ months (or the equivalent thereof in part-time educational assistance) for each month or fraction thereof of his service on active duty after January 31, 1955. If, however, an eligible veteran has served a period of 18 months or more on active duty after January 31, 1955, and has been released from such service under conditions that would satisfy his active duty obligation, he is entitled to educational assistance for a period of 36 months. Any reservist who is called to active duty for more than 180 days earns entitlement to educational benefits on the same basis as regular members of the Armed Forces. Under some circumstances, the extension of entitlement to cover the initial basic period of active duty for training as contemplated by the subject bills would result in a disproportionate accrual of entitlement. For example, if a reservist served a period of 12 months on active duty the extension of entitlement for 6 months of active duty for training previously served in connection with his enlistment in a military Reserve component would then, under the provisions of the subject bills, give him a total of 18 months creditable service and, therefore, he would be eligible for 36 months of educational benefits.

It is estimated that under the combat zone provision of H.R. 859, the cost would be about $350,000 a year for training about 300 veterans in each of the first 2 years. Cost in future years would be negligible. Under H.R. 3048, it is estimated that about 900 veterans would train during each of the first 2 years at a cost of $1.1 million a year. In each subsequent year, we would expect fewer than 200 veterans to train at a cost of approximately $220,000 a year. It is estimated that under H.R. 4366 approximately 500 veterans would train the first and second years, at a cost of about $540,000 each year, and less than 100 will use the bill in subsequent years at a cost of about $100,000 each year.

For the foregoing reasons, the Veterans' Administration opposes the enactment of H.R. 859, H.R. 3048, and H.R. 4366.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

Donald E. Johnson,
Administrator.

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., July 11, 1973.

Hon. WM. JENNINGS BRYAN DORN,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 1632, 93d Congress, a bill to amend title 38 of the United States Code to provide, in certain instances, up to 18 months of additional educational assistance for graduate or professional study.

The bill would amend section 1661 of title 38, United States Code, to provide a veteran with up to 18 months of additional educational entitlement, provided he has received educational assistance for a maximum of 36 months (or 48 months if he is eligible under two or more VA programs), has satisfactorily completed at least 1 year of graduate or professional study, and uses such entitlement for pursuing graduate or professional study on a full-time basis.

The bill would also amend section 1662 of title 38 to extend the current 8-year delimiting date for utilizing educational assistance to 10 years where this additional entitlement is utilized, and would amend section 1791 to exclude any additional months of entitlement granted by this proposal in determining the maximum period of entitlement under two or more programs. The references to section 1791 appearing on lines 5 and 22 of page 2 of the bill are technically incorrect. They should each refer to section 1795 if the bill receives further consideration.

This bill is identical to H.R. 413, 92d Congress, on which we reported to your committee on January 31, 1972.

Historically, a statutory limit has been set on the maximum number of months of entitlement available under each of the GI bill programs. The World War II GI bill (Public Law 346, 78th Congress), provided a maximum of 48 months of benefits. This meant that a veteran, under that program could receive the equivalent of 5⅓ ordinary school years of training of 9 months each. In enacting the Korean conflict GI bill (Public Law 550, 82d Congress), Congress limited the maximum amount of entitlement to 36 months, which would cover four ordinary school years of 9 months each—sufficient in most instances to permit a veteran to attain a standard college degree. Current law, which was modeled after the Korean program, is consistent in allowing 36 months of entitlement (48 months if the veteran is eligible under more than one VA program). The educational entitlement which a veteran earns may be used by him in pursuing college-level (including graduate and postgraduate), below-college-level, on-job, flight, farm cooperative, or correspondence training.

In each of the GI bill programs, the statutory limitation on the maximum number of months of entitlement has applied uniformly to all eligible persons without regard to the kind of courses the veterans were pursuing. The subject bill would depart from this by providing additional entitlement for a select group of veterans who already have received the maximum amount of assistance to which they are entitled. Assisting such a select group in attaining graduate-level or professional degrees is a worthy area of concern. We, nevertheless, feel that the extension of preferential treatment to this category of veterans would be discriminatory as to those other veterans who have received maximum entitlement and wish to pursue further training on other than a full-time institutional graduate level basis; to those who are in graduate school, but were not eligible for the full 36 months of entitlement; and to those who have utilized their 36 months of entitlement, but have not completed the requisite year of graduate study.

Further, it would grant added entitlement to those who have already received the maximum months of assistance while doing nothing for those veterans who qualify for less than the standard maximum months of entitlement. Further, it would imply that veterans enrolled in graduate schools are more important and more deserving of assistance than those veterans who are enrolled in other types of training.

It is estimated that enactment of this proposal would result in added direct benefits cost of $60.8 million the first fiscal year and a total of $408.5 million over the first 5 fiscal years. A detailed breakdown of individuals affected and direct benefits cost for each of the next 5 fiscal years is as follows:

Fiscal year	Individuals	Direct benefit-cost [In millions]
1974	32,000	$60.8
1975	42,000	79.8
1976	50,000	95.0
1977	51,000	96.9
1978	40,000	76.0
5-year total		408.5

In making this estimate, we have made the following assumptions:

(a) veterans who have completed as much as 18 months of active duty in the Armed Forces would be entitled to the full 18 months of additional entitlement and a 10-year delimiting period if they meet the other required conditions concerning graduate or professional study;

(b) only full-time college students would use this benefit;

(c) veterans who had completed 1 or more years of college prior to entering training under the GI bill would be entitled to continuous benefit coverage while pursuing their graduate or professional studies, whereas those who enter as first year college students must carry their own expenses during the first year of graduate or professional studies before they become eligible for additional entitlement under this proposal;

(d) additional cost estimated under this proposal is based upon veterans who would enter college level training under existing provisions of the GI bill, except that these trainees would continue to receive benefits for a longer period of time under this proposal; and

(e) for veterans entering training in the first year of college, half of them will complete 4 years of college in 4 years, and of this latter group 45 percent will enter graduate school.

For the foregoing reasons, the Veterans' Administration opposes the enactment of H.R. 1632.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON,
Administrator.

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., July 11, 1973.

Hon. WM. JENNINGS BRYAN DORN,
Chairman, Committee on Veterans' Affairs, House of Representatives,
Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for reports by the Veterans' Administration on a number of bills introduced in the 93d Congress, which would amend chapter 34 of title 38, United States Code, to extend the time period within which veterans may be entitled to educational assistance under such chapter after their discharge or release from active duty. These proposals run the gamut from a 2-year extension to removing the time limitation entirely.

H.R. 477, H.R. 6217, H.R. 7909, and H.R. 8374 would set a 10-year delimiting period in lieu of the current 8-year period set by the original law. H.R. 2368 would set a 12-year period, and would permit an additional extension of up to 4 years where the Administrator determines that such extension would be fair and equitable based upon the inability of the veteran to begin or complete his program because of conditions beyond his control. It would permit the additional 4-year extension in the case of any veteran whose eligibility under the current 8-year limitation had terminated prior to the enactment of the bill.

H.R. 2681 would provide a simple extension to 14 years, whereas H.R. 2170, in setting a 20-year delimiting period, would have this apply only to those veterans who were discharged or released after October 1, 1965.

H.R. 2254, H.R. 6154, H.R. 7968, H.R. 8330, H.R. 8333, and H.R. 8627 are identical bills which would simply provide that the educational assistance benefits available to veterans entitled under current law would remain available until used. H.R. 6488, like H.R. 2254, and identical bills, would also provide unlimited time in which to complete educational programs, but would, in addition, restore entitlement to unused educational benefits to veterans of World War II and the Korean conflict, as well as to those entitled under current law who did not utilize their benefits within the 8-year period. Entitlement would be determined to be, as nearly as possible, equivalent to the entitlement each such veteran previously had remaining. A separate report will be made on restoration of entitlement to unused educational benefits to veterans of World War II, Korean conflict, and those entitled under the current law.

The underlying purpose of all educational assistance programs—World War II, Korean conflict, and the current law—has been to help veterans adjust from military to civilian life by affording them monetary aid to obtain an educational status they might normally have aspired to and obtained had they not served their country in time of national emergency. It was not contemplated that this assistance was to be a continuing benefit.

Under the World War II GI bill (Public Law 346, 78th Conress), a veteran had 4 years from the date of his separation from the service in which to start his program of education and, once started, he was allowed a period of 9 years, or until July 25, 1956, whichever was later, in which to use his period of entitlement. The Korean conflict GI bill (Public Law 550, 82d Congress), granted a veteran a period of 3 years following his separation from service in which to commence his program of education or training and 8 years from the date of his discharge or release in which to complete his program of education or training. No assistance could be granted such veterans beyond January 31, 1965.

Under the Veterans' Readjustment Benefits Act of 1966 (Public Law 89-358), veterans who were discharged subsequent to January 31, 1955 have 8 years from June 1, 1966 (date of enactment of current law), or 8 years from the date of their discharge or release from active service, whichever is later, in which to complete their program of education. In the case of veterans pursuing programs of flight training, farm cooperative training, or apprenticeship or on-job training, the eligibility, premised upon the provisions of Public Law 90-77, is 8 years from the date of last separation from service after January 31, 1955, or August 31, 1975, whichever is later, to complete such programs. No time limitation as to when the veteran must commence his training was enacted in the current law, presumably because of the difficulty in administering such a provision, the changes in educational facilities, and the number of students in attendance.

The World War II program set a limitation period of 9 years, and the Korean conflict program set an 8-year limitation. The current program, which is patterned to a large extent on the successful Korean program, also contains an 8-year limitation. It seems clear, therefore, that the Congress considered a time limitation to be desirable.

We believe that extending the period as is proposed in these bills would establish a time frame for completion of a training program which would exceed the period reasonably necessary for an educational program to assist in the transitional readjustment to civilian life, and that the current 8-year provision is entirely adequate. Under the 8-year limitation, for example, a veteran, with a maximum entitlement of 36 months, need attend only 4 to 5 months of full-time instruction a year, or a comparable amount of part-time training, to make full use of his entitlement. We believe that with our ever-changing approaches in engineering and other scientific fields, as well as in the arts, a cohesiveness and interrelationship in an educational program is necessary, and training should not be drawn out over an excessive period of time.

There has been an impressive growth in participation by Vietnam veterans in GI bill training and educational benefits. Since June 1, 1966, the date the current program became effective, education and training benefits have been provided to 3 million Vietnam veterans and servicemen, together with 1 million veterans who left service after 1955. In the past 4 years, the participation rate of Vietnam era trainees, on a cumulative basis, has risen from less than 24 percent to 46 percent. There is also strong evidence that men are entering training more quickly after discharge; the first-year participation rate in this period has risen sharply. This would indicate less need for an extension of the delimiting date because of the accelerated rate of entitlement use.

Since all post-Korean veterans are eligible for training until at least June 1, 1974, there would be no cost accruing under these bills until fiscal year 1975. It is estimated that the added direct benefit cost for an extension of 10 years for completion of the training would amount to $367.6 million for the first 5 fiscal years. For an extension to 12 years the added direct benefit cost for the first 5 fiscal years would be $596.6 million. For an extension to 14 years the added cost for the first 5 fiscal years would be $744.8 million. A 20-year extension for veterans serving after October 1, 1965, would have a direct benefit cost for the first 5 fiscal years amounting to $318.5 million. Bills granting unlimited time for receiving the benefits are estimated to have a direct benefit cost for the first 5 fiscal years amounting to $744.8 million. Enclosed as an appendix is a breakdown for the first 5 fiscal years by individuals and direct benefits for the different extensions contained in the bills.

For the foregoing reasons, the Veterans' Administration opposes the enactment of legislation extending the period of time in which veterans may be entitled to educational assistance under chapter 34 of title 38 after their discharge or release from active duty.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON,
Administrator.

COST ESTIMATES EXTENDING THE TIME PERIOD WITHIN WHICH VETERANS MAY BE ENTITLED TO EDUCATIONAL ASSISTANCE UNDER CHAPTER 34 OF TITLE 38, UNITED STATES CODE, AFTER DISCHARGE OR RELEASE FROM ACTIVE DUTY

COST ESTIMATE (10 YEARS)—H.R. 477, 6217, 7909, 8374, 93D CONGRESS

Fiscal year	Individuals	Direct benefit-cost [In millions]
1974	None	None
1975	113,000	$138.4
1976	95,000	116.4
1977	42,000	51.5
1978	50,000	61.3
5-year total		367.6

COST ESTIMATE (12 YEARS)—H.R. 2368, 93D CONGRESS

Fiscal year	Individuals	Direct benefit-cost [In millions]
1974	None	None
1975	113,000	$138.4
1976	135,000	165.4
1977	123,000	150.7
1978	116,000	142.1
5-year total		596.6

COST ESTIMATES EXTENDING THE TIME PERIOD WITHIN WHICH VETERANS MAY BE ENTITLED TO EDUCATIONAL ASSISTANCE UNDER CHAPTER 34 OF TITLE 38, UNITED STATES CODE, AFTER DISCHARGE OR RELEASE FROM ACTIVE DUTY—Continued

COST ESTIMATE (14 YEARS)—H.R. 2681, 93D CONGRESS

Fiscal year	Individuals	Direct benefit-cost [In millions]
1974	None	None
1975	113, 000	$138. 4
1976	135, 000	165. 4
1977	164, 000	200. 9
1978	196, 000	240. 1
5-year total		744. 8

COST ESTIMATE (20 YEARS)—H.R. 2170, 93D CONGRESS

Fiscal year	Individuals	Direct benefit-cost [In millions]
1974	None	None
1975	26, 000	$31. 9
1976	48, 000	58. 8
1977	77, 000	94. 3
1978	109, 000	133. 5
5-year total		318. 5

COST ESTIMATE (UNLIMITED TIME)—H.R. 2254, 6154, 6488, 7968, 8330, 8333, 8627, 93D CONGRESS

Fiscal year	Individuals	Direct benefit-cost [In millions]
1974	None	None
1975	113, 000	$138. 4
1976	135, 000	165. 4
1977	164, 000	200. 9
1978	196, 000	240. 1
5-year total		744. 8

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., July 12, 1973.

Hon. WM. JENNINGS BRYAN DORN,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report on H.R. 862, H.R. 4811, H.R. 5119, H.R. 5995, H.R. 6953, H.R. 7560, H.R. 8167, H.R. 8335, H.R. 8489, H.R. 8494, and H.R. 8495, 93d Congress.

These bills would amend chapter 34 of title 38, United States Code, to provide tuition assistance to veterans eligible for educational benefits. The proposals take a variety of forms and differ considerably in the amount of tuition aid which would be granted.

H.R. 862 would authorize a maximum tuition-expense payment to the training institution of $4,000 for an ordinary school year; would require pro rata refund of such assistance where the veteran fails to complete the school year; and, unlike the other tuition payment measures, such payment to the institution would include board, lodging, other living expenses, and travel within the allowance. Subsistence allowances for institutional, cooperative, and on farm training would be set on a scale slightly lower than those currently being paid, as would those payable to servicemen on active duty, to those persons training on a less-than-half-time basis, and to those individuals pursuing correspondence courses. The measure would also provide a number of technical changes in the educational program. A technical error is noted on page 13, line 5, of the bill in that the reference to chapter 35 should appear as chapter 34.

H.R. 4811 would provide for direct payments to the educational institution for the customary charge for tuition and other enumerated expenses, such as books, fees, laboratory costs, etc., but limited to $1,000. H.R. 4811 would also bar tuition benefits to veterans pursuing correspondence and flight training programs and to those training on a less-than-half-time basis or training while on active duty, but in lieu thereof would increase the present base rate of educational assistance for these groups from $220 per month to $331 monthly. Technical changes would also be made in the advance payment provisions of the law.

H.R. 5119 would permit the Administrator to increase the educational assistance allowance payable to veterans by a sum of money, payable at such times and in such manner as the Administrator shall prescribe, to cover reasonable tuition costs, adjusted to the type of program the veteran is pursuing, and including the cost of books. The benefit would be payable to the veteran.

H.R. 5995 would permit payments directly to the educational institution for the customary cost of tuition, laboratory, library, health, infirmary, and other similar fees, books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, up to $2,000 for the ordinary school year. Apprentice and on-job training would be excluded from the tuition payment plan.

H.R. 6953 provides for tuition and related payments, with such payments going directly to the veteran. The total payment for an ordinary school year under this measure would be set at $3,000 and acceleration would be permitted. Tuition and enrollment benefits for onjob and apprentice training would be barred. This bill would also provide for a slight decrease in the educational assistance allowance payable to eligible veterans with no dependents, but much higher benefits to those with dependents. The monthly full-time rates would be set at $214 for a single veteran (the current rate is $220), $280 for a veteran with one dependent, $347 for a veteran with two dependents, $414 for a veteran with three dependents, and $61 per month additional for each dependent in excess of three. Three-quarter-time and half-time benefits would also be increased. In the case of those veterans receiving compensation for productive labor, including apprentice and onjob training, a ceiling would be set on the amount of combined wages and subsistence allowance they may receive. In the case of a single veteran, the ceiling would be $600 per month, $720 per month for a veteran with one dependent, and $850 per month for a veteran with two or more dependents.

Unlike any of the other measures, H.R. 6953 would limit the benefits to Vietnam veterans. A Vietnam veteran would be defined as a person who served on active duty for 180 days or more in the Indochina theater of operations, any part of which occurred during the Vietnam era, and was discharged or released under conditions other than dishonorable, or an individual who served on active duty for any period of time in the Indochina theater of operations during the Vietnam era, and was discharged or released under conditions other result of injury or disease in line of duty while serving in such theater, or an individual who was discharged or released for a service-connected disability incurred as the result of service in that theater of operations. A technical error is noted in the bill in that page 5, line 14, shows "1683. Apprentice or other on-job training" as a section in chapter 34 of title 38. Under Public Law 92–540, apprenticeship or other on-job training is now designated as section 1787 in chapter 36.

H.R. 7560, H.R. 8167, H.R. 8335, H.R. 8489, H.R. 8494, and H.R. 8495 are virtually identical, except that H.R. 8167 provides a $500 tuition limit while the other bills set the tuition limit at $1,000 for an ordinary school year. These bills would provide tuition assistance directly to the veteran and would apply to any eligible veteran enrolled in a full-time or part-time course of education or training, including cooperative programs. The payment would cover costs for tuition, laboratory, library, health, infirmary, and similar fees, books, supplies, equipment, and other expenses exclusive of board, lodging, living expenses, and travel. The payment would not exceed the customary amount paid by other students at the same institution. These measures also provide that a veteran could have a higher amount paid to him provided his entitlement is charged at an accelerated rate premised upon the ratio which the amount paid over $1,000 bears to $1,000. In H.R. 8167, of course, the accelerated rate would be premised upon the amount paid over $500. Apprentice and on-job training would be excluded. Benefits would also be provided in the case of programs coming within the purview of section 1691(b) of title 38, United States Code (educationally disadvantaged veterans). There would be no retroactive payments.

The legislative history of the various GI bills makes it clear that the purpose of these educational benefit programs was to assist returning servicemen in making an early and satisfactory readjustment from military to civilian life. Consistent with this, the law was designed to restore lost educational opportunities to those servicemen whose careers have been interrupted or impeded by reason of active-duty service, and to aid such persons in attaining the educational status which they might normally have aspired to and obtained had they not served their country.

Under the World War II GI bill (Public Law 346, 78th Congress), tuition, fees, books, and other necessary expenses up to $500 were paid directly to the institution by the Veterans' Administration. This required contracting with the institutions for this service. This method was found most unsatisfactory and a ready field for much abuse. In order to study these problem areas, a select House committee was formed on August 28, 1950. After numerous investigations and hearings, the committee's findings showed that there were many inadequacies in the law, which led to many problems. Among the abuses was veteran enrollment aimed at financial gain rather than serious education intent with exploitation of the veteran as well as the Government.

As a result of these findings, the Korean conflict GI bill (Public Law 550, 82d Congress), provided for an educational assistance allowance payable directly to the veteran to meet, in part, the expenses of the veteran's subsistence, tuition, fees, supplies, books, and equipment. Public Law 89–358, the Veterans' Readjustment Benefits Act of 1966, established a program of educational assistance for eligible veterans who served on active duty in the Armed Forces after January 31, 1955, patterned after the Korean conflict GI bill.

It is important to note regarding these bills that (1) to add a tuition payment to the substantial benefit increases which have been provided in the 90th, 91st, and 92d Congresses would be unrealistic; (2) to limit these benefits only to those serving in the Vietnam theater of operations, as provided in H.R. 6953, would be contrary to the established congressional policy which provides nondiscriminatory treatment for all veterans serving during the same periods; (3) to make direct payments to the educational institutions, as provided in H.R. 862, H.R. 4811, and H.R. 5995, would again open the door to many of the abuses which occurred during the World War II program and which were eliminated in the following two programs by direct payment to the veterans; and (4) to set a ceiling on the amount of combined wages and subsistence allowance an eligible veteran may receive, as provided in H.R. 862, could have an adverse effect on the subsistence many veterans receive including, in some cases, a reduction where the veterans' earnings plus subsistence would exceed the proposed ceilings.

H.R. 5995 does not provide for reimbursement to the Veterans' Administration if the veteran withdraws from school before expiration of the refund period. This means that the school could receive from the Veterans' Administration an amount up to $2,000 at the start of the school year, and the veteran could shortly withdraw thereafter from school. The veteran would be entitled to a refund from the school for 80 percent of the tuition in most cases. The veteran could thus benefit financially without a charge against his entitlement since entitlement is charged against subsistence payments, not tuition. We further note the absence of any language to prevent recurrence of this type of enrollment by the same veteran. If favorable consideration is given to this bill, further provisions regarding the refund of the tuition to the Veterans' Administration should be included. Consideration should also be given to the question whether the veteran's entitlement should be debited at the proportionate rate to the amount of tuition expended by the Veterans' Administration.

An analysis of the cost estimates under the several different proposals is attached to this report.

As you are aware, section 413 of Public Law 92–540, enacted October 24, 1972, called upon the Administrator of Veterans' Affairs, in consultation with the advisory committee constituted under section 1792 of title 38, to conduct an independent study of the operation of the post-Korean conflict educational assistance currently being carried out under title 38 in comparison with similar programs of educational assistance that were available to veterans of World War II and the Korean conflict. The results of this study, together with recommendations which might be warranted to improve the present program, are to be transmitted to the President and the Congress. With the concurrence of your committee and the Senate Committee on Veterans' Affairs, the deadline date for the report on the study was extended to mid-September 1973.

A contract for the study was awarded to Educational Testing Service of Princeton, N.J., and the work of this organization is progressing. It is anticipated that the results of this study will provide a great deal of information on the educational assistance benefits presently granted student-veterans. We urge that any consideration which your committee may otherwise wish to give to any of these tuition payment measures be deferred until the results of the independent study can be received and evaluated.

The Veterans' Administration is opposed to the enactment of H.R. 862, H.R. 4811, H.R. 5119, H.R. 5995, H.R. 6953, H.R. 7560, H.R. 8167, H.R. 8335, H.R. 8489, H.R. 8494, and H.R. 8495.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON,
Administrator.

COST ESTIMATES FOR PROVIDING TUITION PAYMENTS FOR VETERANS ENROLLED IN AN EDUCATION OR TRAINING PROGRAM UNDER PUBLIC LAW 89-358, THE VETERANS' READJUSTMENT BENEFITS ACT OF 1966

COST ESTIMATE—H.R. 862, 93d CONG.

Fiscal year	Individuals (thousands)	Direct-benefits cost (millions)	
		Estimate A[1]	Estimate B[1]
1974	1, 391. 6	$3, 073. 0	$961. 5
1975	1, 215. 4	3, 888. 6	916. 1
1976	1, 093. 9	2, 704. 5	871. 2
1977	965. 1	2, 478. 0	809. 7
1978	850. 3	2, 264. 3	749. 7
5-year total		13, 408. 4	4, 308. 2

[1] Since the bill is not clear whether the school and living expenses are to be charged to the $4,000, or whether living expenses must first be charged to the regular education assistance allowance, cost estimates on both premises have been prepared. Estimate A provides for necessary living expenses to offset against the $4,000 limit. Estimate B assumes that living expenses have been offset by the regular educational assistance allowance and only school expenses are offset against the $4,000.

COST ESTIMATE—H.R. 4811, 93D CONG.

Fiscal year	Individuals (thousands)	Direct-benefits cost (millions)
1974	1, 391. 6	$681. 3
1975	1, 215. 4	621. 8
1976	1, 093. 9	578. 3
1977	965. 1	526. 7
1978	850. 3	478. 7
5-year total		2, 886. 8

COST ESTIMATE—H.R. 5119, 93D CONG.

1974	1, 498. 0	$884. 7
1975	1, 308. 3	842. 8
1976	1, 177. 6	801. 6
1977	1, 038. 9	745. 0
1978	915. 3	689. 8
5-year total		3, 963. 9

COST ESTIMATE—H.R. 5995, 93D CONG.

1974	1, 498. 0	$829. 0
1975	1, 308. 3	761. 1
1976	1, 177. 6	702. 7
1977	1, 038. 9	635. 3
1978	915. 3	573. 4
5-year total		3, 501. 5

COST ESTIMATE—H.R. 6953, 93d CONG.

Fiscal year	Tuition and expenses		Ceilings		Net cost (millions)
	Individuals	Cost (millions)	Individuals	Savings (millions)	
1974	424, 000	$278. 5	231, 600	$67. 6	$210. 9
1975	436, 700	312. 9	239, 400	69. 8	243. 1
1976	388, 600	294. 2	213, 600	62. 2	232. 0
1977	337, 700	269. 3	186, 400	54. 2	215. 1
1978	292, 300	245. 0	162, 100	47. 1	197. 9
5-year total		1, 399. 9		300. 9	1, 099. 0

COST ESTIMATE—H.R. 7560, H.R. 8335, H.R. 8489, H.R. 8494, H.R. 8495, 93d CONG.

Fiscal year	Individuals (thousands)	Direct-benefits cost (millions)
1974	1,498.0	$645.9
1975	1,308.3	586.4
1976	1,177.6	542.9
1977	1,038.9	492.3
1978	915.3	445.3
5-year total		2,712.8

COST ESTIMATE—H.R. 8167, 93d CONG.

1974	1,498.0	$457.2
1975	1,308.2	408.8
1976	1,177.6	375.0
1977	1,038.9	336.2
1978	915.3	302.3
5-year total		1,880.2

VETERANS' ADMINISTRATION,
OFFICE OF GENERAL COUNSEL,
Washington, D.C., July 19, 1973.

Hon. WM. JENNINGS BRYAN DORN,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 8626, H.R. 8800, and H.R. 8983, 93d Congress, identical bills to amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

These measures would amend subsection (a) of section 1662 of title 38, United States Code, to remove the current delimiting time for the utilization of educational benefits by veterans and simply provide that such benefits available to veterans entitled under current law would remain available until used.

These measures are identical with H.R. 2254, H.R. 6154, H.R. 7968, H.R. 8330, H.R. 8333, and H.R. 8627, 93d Congress, on which the Administrator submitted a report to your committee on July 11, 1973 (Committee Print No. 62). The views expressed in that report are equally applicable to the subject bills.

As stated in that report, we were advised by the Office of Management and Budget that there was no objection from the standpoint of the administration's program to the presentation of such report to your committee.

Sincerely,

A. T. BRONAUGH,
Associate General Counsel
(For John J. Corcoran, General Counsel).

VETERANS' ADMINISTRATION,
OFFICE OF GENERAL COUNSEL,
Washington, D.C., July 19, 1973.

Hon. WM. JENNINGS BRYAN DORN,
Chairman, Committee on Veterans' Affairs,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 9085, 93d Congress, a bill to amend chapter 34 of title 38, United States Code, to provide additional educational benefits to Vietnam-era veterans.

The bill would add a new section 1682A to chapter 34 of title 38, United States Code, to permit the payment of up to $1,000 for an ordinary school year to veterans pursuing full-time or part-time courses of education or training to reimburse them for the costs incurred by them for tuition, for laboratory, library, health, infirmary, and other similar fees, and for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel.

This measure is identical with H.R. 7560, H.R. 8335, H.R. 8489, H.R. 8494, and H.R. 8495, 93d Congress, on which the Administrator submitted a report to your committee on July 12, 1973 (Committee Print No. 63). The views expressed in that report are equally applicable to the subject bill.

As stated in that report, we were advised by the Office of Management and Budget that there was no objection from the standpoint of the administration's program to the presentation of such report to your committee.

Sincerely,

A. T. BRONAUGH,
Associate General Counsel
(For John J. Corcoran, General Counsel).

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., July 24, 1973.

Hon. WM. JENNINGS BRYAN DORN,
Chairman, Committee on Veterans' Affairs, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: This will respond to your request for a report by the Veterans' Administration on H.R. 3433 and H.R. 7031, 93d Congress, identical bills to amend title 38, United States Code, to extend the maximum educational benefits for chapter 35 trainees to 48 months and to allow additional educational benefits for certain wives and widows.

These measures have the dual purpose of (1) amending section 1711 of title 38, United States Code, to extend from 36 months to 48 months the maximum months of educational benefits that wives, widows, and children may receive under chapter 35; and (2) amending section 1795 of title 38 to permit a child who has already received 36 months of benefits under chapter 35 and who subsequently becomes eligible for benefits as a wife or widow, entitlement of up to a maximum of 72 months of benefits.

The original purpose of the War Orphans' Educational Assistance Act of 1956 (Public Law 634, 84th Congress), was to provide educational opportunities to those children whose veteran parent died as the result of a disease or injury incurred or aggravated during World War I, World War II, or the Korean conflict. This would permit them to obtain an educational status they would have attained, but for the death of such parent.

The original law has subsequently been enlarged to encompass the children of veterans who are totally and permanently disabled as the result of a service-connected disability; the wives and widows of veterans who are permanently disabled or died as the result of service-connected disabilities; and the wives or children of prisoners of war.

Throughout the history of this law, eligible persons have always been entitled to a maximum of 36 months of educational benefits. This limitation was the same as provided veterans, themselves, under the Korean conflict and current GI bills. Both the War Orphans' Act and the GI bills have permitted thousands of veterans and eligible persons to successfully attain their educational goals. We believe that 36 months of entitlement to pursue education or training is generally reasonable and equitable since it permits the eligible veteran or person to attend 4 years of college, based on actual semester attendance of about nine months each, or attend a below college level institution or training establishment for 3 full years.

It should be emphasized that in addition to the 36 months of entitlement which veterans and eligible wives and widows have, those who do not have a high school diploma or equivalency certificate, or who need refresher, remedial or deficiency courses to qualify for enrollment in an appropriate educational program, may receive benefits for pursuit of such courses without any charge to their entitlement. Based upon this type of need, many eligibles will receive benefits for more than 36 months.

It is estimated that enactment of either H.R. 3433 or H.R. 7081 would result in additional direct benefits cost of $7.9 million in fiascal year 1974 and an additional direct benefits cost of $47.5 million over the first 5 fiscal years. A detailed breakdown of individuals affected and direct benefits cost over each of the next 5 fiscal years follows:

Fiscal year	Individuals	Direct benefits cost [in millions]
1974	5,400	$7.9
1975	9,200	13.5
1976	3,900	8.5
1977	4,000	8.7
1978	4,100	8.9
5-year total		47.5

In arriving at these estimates we have assumed that the additional 12 months of entitlement provided by section 1 of the bill would be used primarily by persons who have completed 4 years of college training and continue into graduate school. A nominal number might continue training beyond 36 months in an apprenticeship or in a vocational school. It is anticipated that the number to begin the extra training each year would approximate 5 percent of the enrollment already expected for that year. Demand, from prior year trainees, would cause an additional number to enter training in the first year that benefits become available. Persons using the additional entitlement would train in 2 fiscal years. They would train at the regular rate in the first fiscal year and at half the regular rate in the second year for an average of approximately 9 months additional entitlement usage.

The cost of section 2 of the bill would be minimal since there would be few cases where a child is eligible for benefits and utilizes 36 months of entitlement and subsequently becomes eligible as a wife or widow. Thus, the cost estimate cited above would be attributable almost entirely to the additional 12 months of benefits which would be provided by section 1.

For the foregoing reasons, the Veterans' Administration opposes the enactment of either H.R. 3433 or H.R. 7031.

We are advised by the Office of Management and Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

DONALD E. JOHNSON,
Administrator.

93D CONGRESS
1ST SESSION

H. R. 477

IN THE HOUSE OF REPRESENTATIVES

January 3, 1973

Mr. Erlenborn introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to provide veterans a 10-year delimiting period for completing educational programs.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1662 of title 38, United States Code, is amended—

(1) by striking out "eight" in subsection (a) and inserting in lieu thereof "ten";

(2) by striking out "8-year" in subsection (b) and inserting in lieu thereof "10-year"; and

(3) by striking out "8-year" and "eight-year" in subsection (c) and inserting in lieu thereof "10-year".

93d CONGRESS
1st Session

H. R. 859

IN THE HOUSE OF REPRESENTATIVES

JANUARY 3, 1973

Mr. MURPHY of New York introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend title 38 of the United States Code to permit certain active duty for training to be counted as active duty for purposes of entitlement to educational benefits under chapter 34 of such title.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsection (a) (3) of section 1652 of title 38, United States Code, is amended by striking out "and section 1661 (a)" and inserting in lieu thereof "of this subsection and subsection (a) of section 1661 (except as provided in the last sentence thereof)".

SEC. 2. Subsection (a) of section 1661 of title 38, United States Code, is amended by adding at the end thereof the following new sentence: "For the purposes of this chapter and subject to the limitation in subsection (c), if a veteran serves for a period of active duty in an area designated as a combat zone by the President of the United States, pursuant to a call or order thereto issued to him after August 4, 1964, as a Reserve or a member of the National Guard or Air National Guard of any State, and is an eligible veteran as a result of such duty, any period of not more than six consecutive months of full-time duty performed by him after January 31, 1955, for the purposes of obtaining initial military training pursuant to his Reserve, National Guard, or Air National Guard obligation shall be deemed to be active duty."

93D CONGRESS
1ST SESSION

H. R. 862

IN THE HOUSE OF REPRESENTATIVES

JANUARY 3, 1973

Mr. MURPHY of New York introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38 of the United States Code to provide for the payment of tuition costs in the case of certain eligible veterans directly to the educational institutions concerned; to provide for overall increases in education benefits under such chapter; and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Veterans' Comprehensive Education Act of 1973".

SEC. 2. Subchapter IV of chapter 34 of title 38, United States Code, is amended by inserting immediately before section 1681 the following new section:

I—O

"§ 1680. Tuition assistance and subsistence allowances for certain educational programs

"(a) In the case of any eligible veteran who is pursuing a program of education or training at an approved educational or training institution on a half-time or more basis, the Administrator shall pay directly to the educational or training institution on behalf of such eligible veteran the customary cost of tuition, and such laboratory, library, health, infirmary, or other similar fees as are customarily charged, and shall pay for books, supplies, equipment, and other necessary expenses, including board, lodging, other living expenses, and travel, which similarly circumstanced nonveterans enrolled in the same courses are required to pay.

"(b) In no event shall the payment authorized on behalf of any eligible veteran by subsection (a) of this section exceed $4,000 for an ordinary school year. If the educational or training institution has no customary cost of tuition, a fair and reasonable rate of payment for tuition, fees, or other charges for such course or courses shall be determined by the Administrator.

"(c) In the event any eligible veteran fails to complete his program of education after a tuition assistance has been paid to the educational or training institution on his behalf, the Administrator shall, pursuant to such regulations as he may prescribe, require a pro rata refund of the tuition assistance allowance based upon the uncompleted portion of the school year for which the allowance was paid.

"(d) While pursuing an approved program of education or training, other than cooperative program or farm cooperative program, a veteran eligible for tuition assistance under subsection (a) of this section shall be paid a monthly subsistence allowance as set forth in column II, III, IV, or V (whichever is applicable as determined by the veteran's dependency status) opposite the basis shown in column I:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$200	$234	$262	$15
Three-quarter time	146	173	202	11
Half time	92	114	130	8

"(e) (1) An eligible veteran entitled to tuition assistance under subsection (a) of this section and who is enrolled in an educational institution for a 'farm cooperative' program consisting of institutional agricultural courses prescheduled to fall within 44 weeks of any period of 12 consecutive months and who pursues such program on—

"(A) a full-time basis (a minimum of 12 clock hours per week),

"(B) a three-quarter-time basis (a minimum of 9 clock hours per week), or

"(C) a half-time basis (a minimum of 6 clock hours per week)

shall be eligible to receive a subsistence allowance at the appropriate rate provided in the table in paragraph (3) of this subsection, if such eligible veteran is concurrently engaged in agricultural employment which is relevant to such institutional agricultural courses as determined under standards prescribed by the Administrator.

"(2) An eligible veteran, entitled to tuition assistance under subsection (a) of this section who is enrolled in a 'cooperative program', other than 'farm cooperative' program, shall be paid a monthly subsistence allowance at the same rate paid for full-time 'farm cooperative' training as provided in the table in paragraph (3) of this subsection. For the purpose of this subsection, the term 'cooperative program', other than a 'farm cooperative' program, means a full-time program of education which consists of institutional courses and alternate phases of training in the business or industrial establishment with such training being strictly supplemental to the institutional portion.

"(3) The monthly subsistence allowance of an eligible veteran pursuing a cooperative program or a farm cooperative program under this chapter shall be paid as set forth in column II, III, IV, or V (whichever is applicable as determined by the veteran's dependency status) opposite the basis shown in column I:

"Column I	Column II	Column III	Column IV	Column V
Basis	No dependents	One dependent	Two dependents	More than two dependents
				The amount in column IV, plus the following for each dependent in excess of two:
Full time	$161	$188	$217	$11
Three-quarter time	115	136	157	8
Half time	76	90	105	5

"(f) The tuition assistance and subsistence allowances payable under this section shall be paid as soon as practicable after the Administrator is assured of the veteran's enrollment in and pursuit of the program of education for the period for which such allowance is to be paid."

SEC. 3. Section 1681 of title 38, United States Code, is amended to read as follows:

"§1681. Educational assistance allowances

"(a) An educational assistance allowance shall be paid to each eligible individual pursuing a program of education while on active duty, or to an eligible veteran pursuing a program of education on less than a half-time basis or exclusively by correspondence, as follows:

"(1) The educational assistance of an individual pursuing a program of education—

"(A) while on active duty, or

"(B) on less than a half-time basis,

shall be computed at the rate of (i) the established charges for tuition and fees which the institution requires similarly circumstanced nonveterans enrolled in the same program to pay, or (ii) $200 per month for a full-time course, whichever is the lesser. Notwithstanding provisions of section 1682 of this title, payment of the educational assistance allowance provided by this subsection may, and the educational assistance allowance provided by section 1696 (b) shall, be made to an eligible veteran in an amount computed for the entire quarter, semester, or term during the month immediately following the month in which certification is received from the educational institution that the veteran has enrolled in and is pursuing a program at such institution.

"(2) (A) The educational assistance allowance of an eligible veteran pursuing a program of education exclusively by correspondence shall be computed on the basis of the established charge which the institution requires nonveterans to pay for the course or courses pursued by the eligible veterans. The term 'established charge' as used herein means the charge for the course or courses determined on the basis of the lowest extended time payment plan offered by the institution and approved by the appropriate State approving agency or the actual cost to the eligible veteran, whichever is the lesser. Such allowances shall be paid quarterly on a pro rata basis for the lessons completed by the veteran and serviced by the institution, as certified by the institution.

"(B) The period of entitlement of any eligible veteran who is pursuing any program of education exclusively by correspondence shall be charged with one month for each $200 which is paid to the veteran as an educational assistance allowance for such course.

"(b) (1) The educational assistance allowance of a veteran pursuing a program of flight training (except as provided in section 1673 (b) of this chapter) shall be paid in accordance with the provisions of section 1677 of this chapter.

"(2) The educational assistance allowance of a veteran pursuing a program of apprenticeship or other on-job training shall be paid in accordance with the provisions of section 1683 of this chapter.

"(c) The tuition educational assistance allowances payable under this section shall be paid as soon as practicable after the Administrator is assured of the veteran's enrollment in and pursuit of the program of education for the period for which such allowance is to be paid."

SEC. 4. Section 1682 of title 38, United States Code, is amended to read as follows:

"§ 1682. Educational certifications and limitations

"(a) No tuition assistance shall be paid to an educational or training institution on behalf of an eligible veteran under section 1680 of this chapter until the Administrator shall have received from such institution a certification of the actual enrollment of the eligible veteran at such institution, the number of semester or clock hours of attendance he is to pursue, the customary cost of tuition, the customary cost of books, supplies, equipment, and related expenses, the customary charges for laboratory, library, health, infirmary, or other similar fees, and such other information as the Administrator, by regulation, may require.

"(b) The tuition assistance and subsistence allowances or educational assistance allowances of an eligible veteran provided for in sections 1680 and 1681 of this chapter shall be paid only for the period of his enrollment as approved by the Administrator, but no such allowances shall be paid—

"(1) to any veteran enrolled in a course which leads to a standard college degree for any period when such veteran is not pursuing his course in accordance with the regularly established policies and regulations of the educational institution and the requirements of this chapter, or of chapter 36;

"(2) to any veteran enrolled in a course which does not lead to a standard college degree (excluding programs of apprenticeship and programs of other on-job training authorized by section 1683 of this title) for any day of absence in excess of thirty days in a twelve-month period, not counting as absences weekends or legal holidays established by Federal or State law during which the institution is not regularly in session; or

"(3) to any veteran pursuing his program exclusively by correspondence for any period during which no lessons were serviced by the institution.

"(c) No tuition assistance and subsistence allowance or educational assistance allowance shall be paid to, or on behalf of, an eligible veteran enrolled in a course in an educational institution which does not lead to a standard college degree for any period until the Administrator shall have received—

"(1) from the eligible veteran, where the program is pursued by correspondence, a certificate as to the number of lessons actually completed by the veteran and serviced by the institution; and

"(2) from the educational institution, a certification, or an endorsement on the veteran's certificate, that such veteran was enrolled in and pursuing a course of education during such period and, in the case of an institution furnishing education to a veteran exclusively by correspondence, a certificate, or an endorsement on the veteran's certificate, as to the number of lessons completed by the veteran and serviced by the institution. Notwithstanding the foregoing, the Administrator may pay a subsistence or an educational assistance allowance representing the initial payment of an enrollment period, not exceeding one full month, upon receipt of a certificate of enrollment.

"(d) The Administrator may, pursuant to such regulations as he may prescribe, determine enrollment in, pursuit of, an attendance at, any program of education or course by an eligible veteran for any period for which a tuition assistance is paid on his behalf or for which he receives a subsistence or educational assistance allowance under this chapter for pursuing such program or course."

SEC. 5. (a) Section 1661 of title 38, United States Code, is amended by—

(1) inserting in subsection (a) immediately after the words "entitled to" the following: "tuition, subsistence, or"; and

(2) inserting in subsection (c) immediately after the word "receive" the following: "tuition, subsistence, or".

(b) Section 1662 of such title is amended by—

(1) inserting in subsection (a) immediately after the word "No" the following: "tuition, subsistence, or"; and

(2) striking out "date for which" in subsection (c) and inserting the following: "date for which tuition assistance and a subsistence allowance or".

(c) Section 1663 of such title is amended by inserting immediately after the words "eligible for" the following: "tuition, subsistence, or".

(d) Section 1671 of such title is amended by inserting in the second sentence thereof immediately after the words "entitled to the" the following: "tuition, subsistence, or".

(e) Section 1674 of such title is amended by inserting immediately after the words "shall discontinue the" the following: "tuition, subsistence, or".

(f) Section 1676 of such title is amended by inserting in the second sentence thereof immediately after the words "deny or discontinue the" the following: "tuition, subsistence, or".

(g) Section 1687 of such title is amended by inserting immediately after the words "may discontinue the" the following: "tuition assistance and subsistence allowance or".

(h) Section 1691 of such title is amended by striking out in subsection (b) thereof the words "an educational assistance allowance as provided by sections 1681 and 1682 (a) and (b) of this title; except that no enrollment in adult evening secondary school courses shall be approved in excess of half-time training as defined pursuant to section 1684 of this title." and inserting in lieu thereof the following: "tuition assistance and subsistence allowances under the provisions of section 1680 of this chapter if he is enrolled on a half-time basis or educational assistance allowances under the provisions of section 1681 (1) (B) of this chapter if he is enrolled on less than a half-time basis."

(i) Section 1693 of such title is amended to read as follows:

"The tuition assistance and subsistence allowances or educational assistance allowances authorized by section 1691 (b) of this chapter and the cost of individualized tutorial assistance authorized by section 1692 (b) of this chapter shall be paid without charge to any period of entitlement the veteran may have earned pursuant to section 1661 (a) of this title."

(j) Section 1781 of such title is amended by inserting immediately after the word "No" the following: "tuition assistance and subsistence allowance or".

(k) Section 1789 of such title is amended by striking out "an educational assistance to" and inserting in lieu thereof the following: "tuition assistance and subsistence allowance or educational assistance allowance on behalf of, or to,".

SEC. 6. The table of sections at the beginning of chapter 35 is amended by—

(a) striking out:

"1681. Educational assistance allowance.
"1682. Computation of educational assistance allowances.";

and

(b) inserting in lieu thereof:

"1680. Tuition assistance and subsistence allowances for certain educational programs.
"1681. Educational assistance allowances.
"1682. Educational certifications and limitations.".

SEC. 7. This Act shall take effect September 1, 1973.

93D CONGRESS
1ST SESSION

H. R. 1632

IN THE HOUSE OF REPRESENTATIVES

JANUARY 9, 1973

Mr. RARICK introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend title 38 of the United States Code to provide, in certain instances, up to eighteen months of additional educational assistance for graduate or professional study.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) subsection (a) of section 1661 of title 38, United States Code, is amended by striking out "subsection (c)" and inserting in lieu thereof "subsections (c) and (d)".

(b) Subsection (c) of such section 1661 is redesignated as subsection (d), and, as so redesignated, is amended by striking out "subsection (b)" and inserting in lieu thereof "subsections (b) and (c)".

(c) Such section 1661 is further amended by inserting immediately after subsection (b) the following new subsection:

"(c) An eligible veteran who has received educational assistance under this chapter for thirty-six months, or under two or more of the laws listed in section 1791 for forty-eight months, and has satisfactorily completed at least one year of graduate or professional study is entitled to additional educational assistance under this chapter for a period of up to eighteen months if such additional assistance is used for pursuing such graduate or professional study on a full-time basis."

SEC. 2. (a) Subsection (a) of section 1662 of title 38, United States Code, is amended by inserting immediately before the period at the end thereof the following: ", or beyond the date ten years after his last discharge in the case of a veteran eligible for additional educational assistance under section 1661 (c)".

(b) Subsection (b) of such section 1662 is amended by striking out "8-year delimiting period" and inserting in lieu thereof "8-year or 10-year delimiting period, as the case may be,".

SEC. 3. Section 1791 of title 38, United States Code, is amended by inserting immediately before the period at the end thereof the following: ", and any months of assistance received under section 1661 (c) shall not be counted in applying this section".

93D CONGRESS
1ST SESSION

H. R. 2170

IN THE HOUSE OF REPRESENTATIVES

JANUARY 15, 1973

Mr. ROYBAL introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To establish a twenty-year delimiting period for completing a program of education under chapter 34 of title 38, United States Code.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1662 of title 38, United States Code, is amended—

(1) by amending subsection (a) to read as follows:

"(a) No educational assistance shall be afforded an eligible veteran under this chapter beyond the date (1) eight years after his last discharge or release from active duty if occurring after January 31, 1955, and on or before October 1, 1965; or (2) 20 years after his last discharge or release from active duty if occurring after October 1, 1965.";

(2) by inserting immediately after "8-year delimiting period" in subsection (b) thereof the following: "or 20-year delimiting period, as the case may be,"; and

(3) by inserting immediately after "8-year delimiting period" in the first sentence of subsection (c) thereof the following: "or 20-year delimiting period, as the case may be,".

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93D CONGRESS
1ST SESSION

H. R. 2254

IN THE HOUSE OF REPRESENTATIVES

JANUARY 18, 1973

Mr. BREAUX introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used."

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93D CONGRESS
1ST SESSION

H. R. 2368

IN THE HOUSE OF REPRESENTATIVES

JANUARY 18, 1973

Mr. MILLER introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, to extend the time period within which veterans may be entitled to educational assistance under such chapter after their discharge or release from active duty.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1662 (a) of title 38, United States Code, is amended to read as follows:

"(a) No educational assistance shall be afforded an eligible veteran under this chapter beyond the date twelve years after his last discharge or release from active duty after January 31, 1955, except that the Administrator may extend the period of entitlement of any veteran for an additional period not exceeding four years if he determines such extension would be fair and equitable and that the veteran failed to begin or complete his program of education because of conditions beyond his control.".

Sec. 2. Any veteran eligible for educational benefits under chapter 34 of title 38, United States Code, and whose entitlement to such benefits was terminated because of the eight-year delimiting period in effect prior to the date of enactment of this Act shall have his entitlement to such benefits extended for a period of four years from the date of enactment of this Act, plus any additional extension granted by the Administrator for extraordinary circumstances referred to in section 1662 (a) of title 38, United States Code, as amended by the first section of this Act.

93d CONGRESS
1st Session

H. R. 2681

IN THE HOUSE OF REPRESENTATIVES

January 23, 1973

Mr. Helstoski introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34, title 38, United States Code, to extend the time limitation for completing a program of education.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsections (a), (b), and (c) of section 1662 of title 38, United States Code, are amended by striking out "eight years" and inserting in lieu thereof "fourteen years."

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93d CONGRESS
1st Session

H. R. 3048

IN THE HOUSE OF REPRESENTATIVES

JANUARY 26, 1973

Mr. MATSUNAGA introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to permit certain active duty for training to be counted as active duty for purpose of entitlement to educational benefits under chapter 34 of such title.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsection (a) (3) of section 1652 of title 38, United States Code, is amended by striking out "section 1661 (a)" and inserting in lieu thereof "section 1661 (a) (1)".

SEC. 2. Subsection (a) of section 1661 of title 38, United States Code, is amended by inserting "(1)" immediately after "(a)"; and by adding at the end thereof the following new paragraph:

"(2) For the purposes of this chapter and subject to the limitation in subsection (c), if an eligible veteran—

"(A) serves on active duty pursuant to a call or order thereto issued to him after August 4, 1964, as a Reserve or a member of the National Guard or Air National Guard of any State, and

"(B) upon release from such active duty is not entitled to thirty-six months of educational assistance under this chapter pursuant to the second sentence of paragraph (1) of this subsection,

a period of more than one month but not more than six consecutive months of full-time duty performed by such veteran after January 31, 1955, for the purpose of obtaining initial military training pursuant to his Reserve, National Guard, or air National Guard obligation shall be deemed to be active duty."

93d CONGRESS
1st Session

H. R. 3386

IN THE HOUSE OF REPRESENTATIVES

January 31, 1973

Mr. Dellums introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, in order to permit certain veterans up to nine months of educational assistance for the purpose of pursuing retraining or refresher courses.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 34 of title 38, United States Code, is amended by adding after section 1683 a new section as follows:

"§ 1683A. Retraining benefits

"(a) Notwithstanding any other provision of this chapter, any veteran who—

"(1) has been discharged or released from active duty;

"(2) has attained the age of fifty years;

"(3) was (A) eligible for educational assistance under the provisions of part VIII of Veterans Regulation Numbered 1 (a), the Veterans' Readjustment Assistance Act of 1952, or Public Law 85–857, or (B) has utilized his entitlement for educational assistance under the provisions of this chapter; and

"(4) needs refresher courses due to technological changes in his vocation or profession, is unemployed, or is not employed at his usual occupation, and needs courses to retrain him for a different vocation or profession,

shall, upon a determination by the Administrator of the veteran's need for such refresher or retraining courses, be eligible for a period of up to nine months (or its equivalent in part-time training) of educational assistance for the pursuit of such courses (excluding correspondence and flight courses) at institutions.

"(b) (1) A veteran, who is eligible for benefits by virtue of the provisions of this section and is pursuing refresher or retraining courses on a half-time or more basis, shall be paid an educational assistance allowance based upon the rates for institutional training set forth in section 1682 (a) (1) of this chapter.

"(2) An eligible veteran who is pursuing such refresher or retraining courses on less than a half-time basis shall be paid an educational assistance allowance based upon the rates and provisions set forth in section 1862 (b) of this chapter."

SEC. 2. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by inserting immediately after

"1683. Apprenticeship or other on-job training."

the following:

"1683A. Retraining benefits.".

93d CONGRESS
1st Session

H. R. 3433

IN THE HOUSE OF REPRESENTATIVES

January 31, 1973

Mr. Helstoski introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to extend the maximum educational benefits for chapter 35 trainees to forty-eight months and to allow additional educational benefits for certain wives and widows.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsection (a) of section 1711 of title 38, United States Code, is amended by striking out "thirty-six" and inserting in lieu thereof "forty-eight".

Sec. 2. Section 1795 of title 38, United States Code, is amended by adding at the end thereof the following: "Notwithstanding the foregoing, the aggregate period of assistance an individual entitled to educational benefits under chapter 35 of this title as a child (as defined by section 1701 (a) (1) (A)) and as a wife or widow (as defined by section 1701 (a) (1) (B) or (D)) may receive (subject to the applicable time limitations set forth in section 1712 of this title) shall not exceed seventy-two months."

93D CONGRESS
1ST SESSION

H. R. 3671

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 5, 1973

Mr. McDADE introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38 of the United States Code to restore entitlement to educational benefits to veterans of World War II and the Korean conflict.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1651 of title 38, United States Code, is amended by adding at the end thereof the following new sentence: "In addition to the purposes set forth in the preceding sentence, it shall be a purpose of this chapter to restore entitlement to educational assistance to veterans of World War II and the Korean conflict who failed to exhaust their entitlement to education and training under part VIII of Veterans Regulation 1 (a); title II of the Veterans' Readjustment

Assistance Act of 1952; or chapter 33 of this title, respectively.".

SEC. 2. Section 1652 (a) (1) of title 38, United States Code, is amended (1) by striking out "or (B)" and inserting in lieu thereof ", (B)" and (2) by inserting immediately before the period at the end thereof the following: ", or (C) was entitled to receive education and training under the provisions of part VIII of Veterans Regulation Numbered 1 (a), title II of the Veterans' Readjustment Assistance Act of 1952, or chapter 33 of this title, and either received no such education and training or received such education and training for less than the maximum period to which he was entitled under such provisions".

SEC. 3. Section 1661 (a) of title 38, United States Code, is amended by inserting immediately before the period at the end thereof the following: ", and a period equal to the period of his unused entitlement to education and training under part VIII of Veterans Regulation Numbered 1 (a), the Veterans' Readjustment Assistance Act of 1952, and chapter 33 of this title".

93D CONGRESS
1ST SESSION

H. R. 3843

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 6, 1973

Mr. O'HARA introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38 of the United States Code to restore entitlement to educational benefits to veterans of World War II and the Korean conflict.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1651 of title 38, United States Code, is amended by adding at the end thereof the following new sentence: "In addition to the purposes set forth in the preceding sentence, it shall be a purpose of this chapter to restore entitlement to educational assistance to veterans of World War II and the Korean conflict who failed to exhaust their entitlement to education and training under part VIII of Veterans Regulation 1(a): title II of the Veterans' Readjustment Assistance Act of 1952; or Public Law 85–857, respectively.”

SEC. 2. Section 1652 (a) (1) of title 38, United States Code, is amended (1) by striking out “or (B)” and inserting in lieu thereof “, (B)” and (2) by inserting immediately before the period at the end thereof the following: “, or (C) was entitled to receive education and training under the provisions of part VIII of Veterans Regulation Numbered 1 (a), title II of the Veterans’ Readjustment Assistance Act of 1952, or under Public Law 85–857 and either received no such education and training or received such education and training for less than the maximum period to which he was entitled under such provisions”.

SEC. 3. Each veteran, eligible for education and training under the provisions of section 1652 (a) (1) (C) of this chapter, shall be entitled to educational assistance for a period equal to the period of his unused entitlement to education and training under part VIII of Veterans Regulation Numbered 1 (a), the Veterans’ Readjustment Assistance Act of 1952, or Public Law 85–857, as applicable.

SEC. 4. Section 1662 (a) of title 38, United States Code, is amended by adding thereto: “*Provided,* That in the case of any veteran whose eligibility for benefits arises from section 1652 (a) (1) (C) of this chapter, the eight years delimitation period shall run from the date of the enactment of this proviso.”

93D CONGRESS
1ST SESSION

H. R. 4366

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 20, 1973

Mr. DORN (by request) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, to consider as active duty service, for certain purposes and under certain circumstances, the initial period of active duty for training served by a veteran pursuant to section 511 (d) of title 10, United States Code.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1661 (a) of title 38, United States Code, is amended by adding at the end thereof the following: "For purposes of this subsection, in determining the period to which any eligible veteran is entitled to educational assistance under this chapter, the initial period of active duty for training performed by him under section 511 (d) of title 10 shall be deemed to be active duty if at any time subsequent to the completion of such period of active duty for training such veteran served on active duty for a consecutive period of one year or more."

SEC. 2. Any veteran who becomes eligible for an additional period of educational assistance under chapter 34 of title 38, United States Code, by virtue of the enactment of this Act and who was discharged or released from active duty (qualifying him for such additional period) prior to the date of enactment of this Act shall have a period of twenty-four months from the date of such enactment to use such additional period of educational assistance.

93D CONGRESS
1ST SESSION

H. R. 4811

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 27, 1973

Mr. KEMP introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to provide for the payment of tuition, in addition to educational assistance allowances, on behalf of veterans pursuing certain programs of education under chapter 34 of such title.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Veterans Education Act of 1973".

SEC. 2. Sections 1671, 1674, and 1676 of title 38, United States Code, are each amended by inserting "tuition and" immediately before "educational assistance".

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SEC. 3. Section 1681 of title 38, United States Code, is amended—

(1) by amending subsection (a) to read as follows:

"General

"(a) The Administrator shall, in accordance with the applicable provisions of this section and section 1780 of this title, pay (1) on behalf of each eligible veteran who is pursuing a program of education under this chapter on a half-time or more basis his tuition, and (2) to each eligible veteran who is pursuing a program of education under this chapter an educational assistance allowance to meet, in part, the expenses of his subsistence and other educational costs."; and

(2) by inserting "tuition and" immediately after "The" in subsection (b).

SEC. 4. (a) Subchapter IV of chapter 34 of title 38, United States Code, is amended by inserting immediately after section 1681 the following new section:

"§ 1681A. Tuitio[illegible]

"(a) In the case of an eligible veteran who is pursuing a program of education under this chapter on a half-time or more basis, other than a program exclusively by correspondence or a program of flight training, the Administrator shall pay directly to the educational institution on behalf of such veteran the customary cost of tuition (including such laboratory, library, or other similar fees as are customarily charged, as well as the costs of books, supplies, equipment, and other necessary expenses, excluding board, lodging, other living expenses, and travel) which similarly circumstanced nonveterans enrolled in the same courses are required to pay.

"(b) In no event shall the payment authorized by subsection (a) of this section exceed $1,000 for an ordinary school year. If the educational institution has no customary cost of tuition, a fair and reasonable rate of payment for tuition, fees, or other charges for such course or courses shall be determined by the Administrator."

(b) The analysis of such chapter 34 is amended by inserting immediately after

"1681. Educational assistance allowance."

the following:

"1681A. Tuition.".

SEC. 5. Sections 1677 (b), 1682 (b) (B), 1696 (b) (2) and 1786 (a) (2), of title 38, United States Code, are each amended by striking out "$220" and inserting in lieu thereof "$331".

SEC. 6. (a) Subsection (a) of section 1780 of title 38, United States Code, is amended—

(1) by striking out "Payment of educational assistance or subsistence allowances to eligible veterans or eligible persons" and inserting in lieu thereof the follow-

ing: "Payment of tuition on behalf of, and educational assistance or subsistence allowances to, eligible veterans, and payment of educational assistance allowances to eligible persons";

(2) by inserting "1681A," immediately before 1682,"; and

(3) by striking out "to any" at the beginning of paragraphs (1) and (2) and inserting in lieu thereof "to or on behalf of any".

(b) Subsection (d) of such section 1780 is amended by striking out "books," and "the initial installment of tuition,".

(c) Subsection (e) of such section 1780 is amended—

(1) by amending the center heading for such subsection by inserting "Payment of Tuition and" immediately before "Prepayment"; and

(2) by inserting "payments of tuition on behalf of any eligible veteran and" immediately before "subsequent payments".

(d) Subsection (g) of subsection 1780 is amended by inserting "tuition and" immediately before "educational assistance allowance", and by inserting "for educational assistance" immediately after "lump sum payment".

(e) Subsection (h) of such section 1780 is amended by inserting "tuition or" immediately before "educational assistance".

(f) (1) The side heading for such section 1780 is amended by inserting "tuition and" immediately before "educational assistance".

(2) The analysis of subchapter II of chapter 36 of title 38, United States Code, is amended by striking out

"1780. Payment of educational or subsistence assistance allowances."

and inserting the following:

"1780. Payment of tuition and educational assistance or subsistence allowances.".

SEC. 7. Section 1781 of title 38, United States Code, is amended by inserting "tuition or" immediately after "No".

SEC. 8. Section 1785 of title 38, United States Code, is amended by inserting "on behalf of or" immediately after "has been made".

SEC. 9. Section 1790 of title 38, United States Code, is amended—

(1) by inserting "tuition and" immediately before "educational assistance allowance" in subsection (b) thereof; and

(2) by inserting "who have tuition paid on their behalf or" immediately before "educational assistance" in subsection (c) thereof.

SEC. 10. Section 1793 of title 38, United States Code is amended by inserting "tuition on behalf of or" immediately before "an educational assistance allowance".

SEC. 11. The amendments made by this Act shall take effect September 1, 1973.

93D CONGRESS
1ST SESSION

H. R. 5119

[illegible] THE HOUSE OF REPRESENTATIVES

MARCH 5, 1973

Mr. CARTER introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, in order to increase the educational assistance allowance payable to eligible veterans to cover in full the cost of tuition and books.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1682 of title 38, United States Code, is amended by adding at the end thereof the following new subsection:

"(d) In addition to the amounts payable under subsection (a) or (c) (2) of this section, the Administrator shall increase the educational assistance allowance payable to each eligible veteran by a sum of money, payable at such times and in such manner as the Administrator shall prescribe and appropriately adjusted with respect to the type of program of education being pursued by the veteran, necessary to cover the reasonable tuition costs (including the cost of books) of the veteran. In the administration of this section, no amount payable to an eligible veteran under subsection (a) or (c) (2) of this section, or any portion of any such amount, shall be deemed to cover the cost of tuition and books for the veteran.".

93D CONGRESS
1ST SESSION

H. R. 5995

IN THE HOUSE OF REPRESENTATIVES

MARCH 21, 1973

Mr. SMITH of Iowa introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To assist institutions in educating Vietnam era veterans, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Vietnam Era Veterans' Readjustment Assistance Act of 1973".

SEC. 2. Chapter 34 of title 38, United States Code, is amended by inserting the following new section:

"§ 1686. Payment of institutional costs

"The Administrator shall pay to the educational or training institution, for each person enrolled in full-time or part-time course of education or training, the customary cost of tuition, and such laboratory, library, health, infirmary, and other similar fees as are customarily charged, and may pay for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course by other students in the institution: *Provided*, That in no event shall such payments, with respect to any person, exceed $2,000 for an ordinary school year: *Provided further*, That no payments shall be made to institutions, business, or other establishments furnishing apprentice training on the job."

93d CONGRESS
1st Session

H. R. 6154

IN THE HOUSE OF REPRESENTATIVES

MARCH 27, 1973

Mr. HILLIS introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

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(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used."

93d CONGRESS
1st Session

H. R. 6217

IN THE HOUSE OF REPRESENTATIVES

March 28, 1973

Mr. Carney of Ohio introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend title 38, United States Code, to extend to 10 years the delimiting period in which veterans must complete their educational programs.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1662 of title 38, United States Code, is amended—

(1) by striking out "eight" in subsection (a) and inserting in lieu thereof "10";

(2) by striking out "8-year" in subsection (b) and inserting in lieu thereof "10-year"; and

(3) by striking out "8-year" and "eight-year", respectively, in subsection (c) and inserting in lieu thereof "10-year".

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93d CONGRESS
1st Session

H. R. 6488

IN THE HOUSE OF REPRESENTATIVES

April 3, 1973

Mr. Broyhill of Virginia introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed, and restore on behalf of certain veterans educational assistance benefits which had previously terminated.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance administered to eligible veterans under this chapter shall remain available until used."

(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used."

SEC. 2. Notwithstanding any provisions of title 38, United States Code, or any other law, eligibility for educational assistance under chapter 34 of such title is hereby granted to any veteran of World War II, the Korean conflict, or the Vietnam era who—

(1) was entitled to educational assistance under any law administered by the Veterans' Administration as a result of active service during such war, conflict, or era; and

(2) whose entitlement thereto terminated before the date of the enactment of this Act without the veteran concerned availing himself, or only in part using, any such assistance.

(b) The number of months of entitlement to educational assistance which is granted to any veteran under subsection (a) of this section, which number shall be determined by the Administrator of Veterans' Affairs, shall be as nearly as possible equivalent to the entitlement to educational assistance to which such veteran was entitled at the time such previous entitlement terminated.

(c) The Administrator of Veterans' Affairs shall prescribe such regulations as are necessary and appropriate to carry out this section.

93D CONGRESS
1ST SESSION

H. R. 6866

IN THE HOUSE OF REPRESENTATIVES

APRIL 11, 1973

Mr. KYROS introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38 of the United States Code to restore entitlement to educational benefits to veterans of World War II and the Korean conflict.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1651 of title 38, United States Code, is amended by adding at the end thereof the following new sentence: "In addition to the purposes set forth in the preceding sentence, it shall be a purpose of this chapter to restore entitlement to educational assistance to veterans of World War II and the Korean conflict who failed to exhaust their entitlement to education and training under part VIII

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of Veterans Regulation 1 (a); title II of the Veterans' Readjustment Assistance Act of 1952; or Public Law 85–857, respectively."

SEC. 2. Section 1652 (a) (1) of title 38, United States Code, is amended (1) by striking out "or (B)" and inserting in lieu thereof ", (B)" and (2) by inserting immediately before the period at the end thereof the following: ", or (C) was entitled to receive education and training under the provisions of part VIII of Veterans Regulation Numbered 1 (a), title II of the Veterans' Readjustment Assistance Act of 1952, or under Public Law 85–857 and either received no such education and training or received such education and training for less than the maximum period to which he was entitled under such provisions".

SEC. 3. Each veteran, eligible for education and training under the provisions of section 1652 (a) (1) (C) of this chapter, shall be entitled to educational assistance for a period equal to the period of his unused entitlement to education and training under part VIII of Veterans Regulation Numbered 1 (a), the Veterans' Readjustment Assistance Act of 1952, or Public Law 85–857, as applicable.

SEC. 4. Section 1662 (a) of title 38, United States Code, is amended by adding thereto: "*Provided*, That in the case of any veteran whose eligibility for benefits arises from section 1652 (a) (1) (C) of this chapter, the eight years delimitation period shall run from the date of the enactment of this proviso."

93D CONGRESS
1ST SESSION

H. R. 6953

IN THE HOUSE OF REPRESENTATIVES

APRIL 12, 1973

Mr. PEPPER introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, to provide additional educational benefits to veterans who have served in the Indochina theater of operations during the Vietnam era.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 34 of title 38, United States Code, is amended by adding after section 1683 a new section as follows:

"§ 1683A. Educational assistance for eligible Vietnam veterans

"(a) Notwithstanding any other provision of this chapter, payments for educational assistance shall be made to eligible Vietnam veterans under this section rather than under the preceding provisions of this subchapter.

"(b) The Administrator shall reimburse any eligible Vietnam veteran enrolled in a full-time or part-time course of education or training under this chapter (including a cooperative program) for costs incurred by such veteran for tuition, for laboratory, library, health, infirmary, and other similar fees, and for expenses incurred for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course of education or training in which such veteran is enrolled. In no event shall payment made to an eligible Vietnam veteran under this section for any expense incurred by such veteran exceed the customary amount paid by other students in the same institution for the same service, privilege, material, or equipment; and in no event shall the total payments made to or on behalf of any veteran under this subsection exceed $3,000 for an ordinary school year, unless the veteran elects to have such customary charges paid in excess of such limitation, in which event there shall be charged against his period of eligibility the proportion of an ordinary school year which such excess bears to $3,000. No payments for tuition or enrollment shall be paid to any veteran for apprentice training on the job. Payments for tuition and other expenses incurred by any eligible Vietnam veteran may be made by the Administrator to such veteran under this subsection on the basis of such reasonable evidence as the Administrator may require.

"(c) Except as provided in subsection (d) of this section, while pursuing a program of education under this chapter of half-time or more, an eligible Vietnam veteran shall be paid the monthly subsistence allowance set forth in column II, III, IV, V, or VI (whichever is applicable as determined by the veteran's dependency status) opposite the extent of program participation shown in column I:

Col. I, extent of participation in program	Col. II, no dependents	Col. III, 1 dependent	Col. IV, 2 dependents	Col. V, 3 dependents	Col. VI, more than 3 dependents[1]
Full time	$214	$280	$347	$414	$61
¾ time	157	207	272	315	47
½ time	90	137	172	[illegible]	31

[1] The amount in col. V, plus the following for each dependent in excess of 3.

"(d) An eligible Vietnam veteran receiving compensation for productive labor whether performed as part of his apprentice or other training on the job at institutions, business or other establishments, or otherwise, shall be entitled to receive such lesser sums, if any, as subsistence or dependency allowances as may be determined by the Administrator. In no event, however, shall the rate of such allowance plus the compensation received exceed $600 per month for a veteran without a dependent, or $720 per month for a veteran with one dependent, or $850 for a veteran with two or more dependents. Only so much of the compensation as is derived from productive labor based on the standard workweek for the particular trade or industry, exclusive of overtime, shall be considered in computing the rate of allowances payable under this subsection.

"(e) The Administrator shall prescribe such regulations as he deems necessary or appropriate to implement the provisions of this section.

"(f) For purposes of this section—

"(1) The term 'eligible Vietnam veteran' means any veteran who (A) served on active duty for one hundred eighty days or more in the Indochina theater of operations, any part of which occurred during the Vietnam era, and was discharged or released therefrom under conditions other than dishonorable, or (B) served on active duty for any period of time in the Indochina theater of operations during the Vietnam era if his tour of duty in such theater of operations was terminated as a result of an injury suffered or disease contracted in line of duty while serving in such theater of operations, and was discharged or released from such active duty under conditions other than dishonorable, or (C) was discharged or released from active duty for a service-connected disability incurred as the result of service performed in the Indochina theater of operations during the Vietnam era.

'(2) The term 'Indochina theater of operations' means North or South Vietnam, Cambodia, or Laos."

SEC. 2. Section 1691 (b) of title 38, United States Code, is amended by striking out the semicolon after the word "title" and inserting in lieu thereof a comma and the following: "and shall pay to an eligible Vietnam veteran (as defined in section 1683A (f) of this title) pursuing a course or courses pursuant to such subsection, educational assistance as provided in section 1683A of this title;".

SEC. 3. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by adding below

"1683. Apprentice or other on-job training."

the following:

"1683A. Educational assistance for eligible Vietnam veterans."

SEC. 4. The amendments made by this Act shall become effective on the first day of the second calendar month following the month in which this Act is enacted. No benefits shall be paid to any person for any period prior to such effective date.

93d CONGRESS
1st Session

H. R. 7031

IN THE HOUSE OF REPRESENTATIVES

April 16, 1973

Mr. Roe introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to extend the maximum educational benefits for chapter 35 trainees to forty-eight months and to allow additional educational benefits for certain wives and widows.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That subsection (a) of section 1711 or title 38, United States Code, is amended by striking out "thirty-six" and inserting in lieu thereof "forty-eight".

Sec. 2. Section 1795 of title 38, United States Code, is amended by adding at the end thereof the following: "Notwithstanding the foregoing, the aggregate period of assistance an individual entitled to educational benefits under

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chapter 35 of this title ~~as~~ a child (as defined by section 1701 (a) (1) (A) and as a wife or widow (as defined by section 1701 (a) (1) (B) or (D) may receive (subject to the applicable time limitations set forth in section 1712 of this title) shall not exceed seventy-two months.”

93D CONGRESS
1ST SESSION

H. R. 7559

IN THE HOUSE OF REPRESENTATIVES

MAY 7, 1973

Mr. KOCH (for himself and Mr. ASPIN) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, to permit eligible veterans pursuing full-time programs of education to receive increased monthly educational assistance allowances and have their period of entitlement reduced proportionally.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1682 of title 38, United States Code, is amended by adding at the end thereof a new subsection as follows:

"(d) Notwithstanding any other provision of this chapter, an eligible veteran pursuing a program of education on a full-time basis may elect to receive increased monthly payments under paragraph (1) and have his period of entitlement reduced proportionally, in accordance with regula-

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tions issued by the Administrator, but in no case may the monthly payment in the case of any eligible veteran be increased by more than twice the amount he would otherwise be entitled to receive.".

93D CONGRESS
1ST SESSION

H. R. 7560

IN THE HOUSE OF REPRESENTATIVES

MAY 7, 1973

Mr. KOCH (for himself and Mr. ASPIN) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, to provide additional educational benefits to Vietnam era veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 34 of title 38, United States Code, is amended by adding after section 1682 a new section as follows:

"§ 1682A. Payment of tuition and certain other expenses for eligible veterans

"(a) In addition to the educational assistance allowance payable to any eligible veteran under this chapter, the Administrator shall reimburse any eligible veteran enrolled in a full-time or part-time course of education or training

under this chapter (including a cooperative program) for costs incurred by such veteran for tuition, for laboratory, library, health, infirmary, and other similar fees, and for expenses incurred for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course of education or training in which such veteran is enrolled. In no event shall payment made to an eligible veteran under this section for any expense incurred by such veteran exceed the customary amount paid by other students in the same institution for the same service, privilege, material, or equipment; and in no event shall the total payments made to or on behalf of any veteran under this subsection exceed $1,000 for an ordinary school year, unless the veteran elects to have such customary charges paid in excess of such limitation, in which event there shall be charged against his period of eligibility the proportion of an ordinary school year which such excess bears to $1,000. No payments for tuition or enrollment shall be paid to any veteran for apprentice training on the job. Payments for tuition and other expenses incurred by any eligible veteran may be made by the Administrator to such veteran under this subsection on the basis of such reasonable evidence as the Administrator may require.

"(b) The Administrator shall prescribe such regula-

tions as he deems necessary or appropriate to implement the provisions of this section."

Sec. 2. Section 1691 (b) of title 38, United States Code, is amended by striking out the period after the word "title" and inserting in lieu thereof a comma and the following: "and shall reimburse an eligible veteran pursuing a course or courses under this section for tuition and other expenses as provided in section 1682A of this title.".

Sec. 3. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by adding below

"1682. Computation of educational assistance allowances."

the following:

"1682A. Tuition and certain other expenses for eligible veterans.".

Sec. 4. The amendments made by this Act shall become effective on the first day of the second calendar month following the month in which this Act is enacted. No benefits shall be paid to any person for any period prior to such effective date.

93d CONGRESS
1st Session

H. R. 7909

IN THE HOUSE OF REPRESENTATIVES

May 17, 1973

Mr. Eilberg introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code to extend to 10 years the delimiting period in which veterans must complete their educational programs.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1662 of title 38, United States Code, is amended—

(1) by striking out "eight" in subsection (a) and inserting in lieu thereof "10";

(2) by striking out "8-year" in subsection (b) and inserting in lieu thereof "10-year"; and

(3) by striking out "8-year" and "eight-year", respectively, in subsection (c) and inserting in lieu thereof "10-year".

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93D CONGRESS
1ST SESSION

H. R. 7968

IN THE HOUSE OF REPRESENTATIVES

MAY 21, 1973

Mr. REUSS introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used.".

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93d CONGRESS
1st Session

H. R. 8167

IN THE HOUSE OF REPRESENTATIVES

May 29, 1973

Mr. Breaux introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, to provide additional educational benefits to Vietnam era veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 34 of title 38, United States Code, is amended by adding after section 1682 a new section as follows:

"§ 1682A. Payment of tuition and certain other expenses for eligible veterans

"(a) In addition to the educational assistance allowance payable to any eligible veteran under this chapter, the Administrator shall reimburse any eligible veteran enrolled in a full-time or part-time course of education or training under this chapter (including a cooperative program) for costs incurred by such veteran for tuition, for laboratory, library, health, infirmary, and other similar fees, and for expenses incurred for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel as are generally required for the successful pursuit and completion of the course of education or training in which such veteran is enrolled. In no event shall payment made to an eligible veteran under this section for any expense incurred by such veteran exceed the customary amount paid by other students in the same institution for the same service, privilege, material, or equipment; and in no event shall the total payments made to or on behalf of any veteran under this subsection exceed $500 for an ordinary school year, unless the veteran elects to have such customary charges paid in excess of such limitation, in which event there shall be charged against his period of eligibility the proportion of an ordinary school year which such excess bears to $500. No payments for tuition or enrollment shall be paid to any veteran for apprentice training on the job. Payments for tuition and other expenses incurred by any eligible veteran may be made by the Administrator to such veteran under this subsection on the basis of such reasonable evidence as the Administrator may require.

"(b) The Administrator shall prescribe such regula-

tions as he deems necessary or appropriate to implement the provisions of this section."

Sec. 2. Section 1691 (b) of title 38, United States Code, is amended by striking out the period after the word "title" and inserting in lieu thereof a comma and the following: "and shall reimburse an eligible veteran pursuing a course or courses under this section for tuition and other expenses as provided in section 1682A of this title.".

Sec. 3. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by adding below

"1682. Computation of educational assistance allowances."

the following:

"1682A. Tuition and certain other expenses for eligible veterans.".

Sec. 4. The amendments made by this Act shall become effective on the first day of the second calendar month following the month in which this Act is enacted. No benefits shall be paid to any person for any period prior to such effective date.

93d CONGRESS
1st Session

H. R. 8330

IN THE HOUSE OF REPRESENTATIVES

June 4, 1973

Mr. Breaux (for himself, Ms. Abzug, Mr. Alexander, Mrs. Boggs, Mr. Bowen, Mr. Brown of California, Mrs. Chisholm, Mr. Cleveland, Mr. Cochran, Mr. Davis of South Carolina, Mr. de Lugo, Mr. Denholm, Mr. Drinan, Mr. Fauntroy, Mr. Froehlich, Mrs. Grasso, Mr. Harrington, Mr. Harvey, Mr. Horton, Mr. Ketchum, Mr. Lehman, Mr. Long of Louisiana, Mr. Moakley, Mr. Moss, and Mr. Pepper) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

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(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used."

93D CONGRESS
1ST SESSION

H. R. 8333

IN THE HOUSE OF REPRESENTATIVES

JUNE 4, 1973

Mr. BREAUX (for himself, Mr. PODELL, Mr. RARICK, Mr. STUDDS, Mr. THONE, Mr. TIERNAN, Mr. WHITEHURST, Mr. WON PAT, and Mr. WYATT) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

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(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Education assistance available until used."

93D CONGRESS
1ST SESSION

H. R. 8335

IN THE HOUSE OF REPRESENTATIVES

JUNE 4, 1973

Mr. CRONIN introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend chapter 34 of title 38, United States Code, to provide additional educational benefits to Vietnam era veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 34 of title 38, United States Code, is amended by adding after section 1682 a new section as follows:

"§ 1682A. Payment of tuition and certain other expenses for eligible veterans

"(a) In addition to the educational assistance allowance payable to any eligible veteran under this chapter, the Administrator shall reimburse any eligible veteran enrolled in a full-time or part-time course of education or training under this chapter (including a cooperative program) for costs incurred by such veteran for tuition, for laboratory, library, health, infirmary, and other similar fees, and for expenses incurred for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course of education or training in which such veteran is enrolled. In no event shall payment made to an eligible veteran under this section for any expense incurred by such veteran exceed the customary amount paid by other students in the same institution for the same service, privilege, material, or equipment; and in no event shall the total payments made to or on behalf of any veteran under this subsection exceed $1,000 for an ordinary school year, unless the veteran elects to have such customary charges paid in excess of such limitation, in which event there shall be charged against his period of eligibility the proportion of an ordinary school year which such excess bears to $1,000. No payments for tuition or enrollment shall be paid to any veteran for apprentice training on the job. Payments for tuition and other expenses incurred by any eligible veteran may be made by the Administrator to such veteran under this subsection on the basis of such reasonable evidence as the Administrator may require.

"(b) The Administrator shall prescribe such regulations as he deems necessary or appropriate to implement the provisions of this section."

SEC. 2. Section 1691 (b) of title 38, United States Code, is amended by striking out the period after the word "title" and inserting in lieu thereof a comma and the following: "and shall reimburse an eligible veteran pursuing a course or courses under this section for tuition and other expenses as provided in section 1682A of this title".

SEC. 3. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by adding below

"1682. Computation of educational assistance allowances."

the following:

"1682A. Tuition and certain other expenses for eligible veterans.".

SEC. 4. The amendments made by this Act shall become effective on the first day of the second calendar month following the month in which this Act is enacted. No benefits shall be paid to any person for any period prior to such effective date.

93D CONGRESS
1ST SESSION

H. R. 8374

IN THE HOUSE OF REPRESENTATIVES

JUNE 5, 1973

Mr. KEMP introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, to provide veterans a 10-year delimiting period for completing educational programs.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1662 of title 38, United States Code, is amended—

(1) by striking out "eight" in subsection (a) and inserting in lieu thereof "ten";

(2) by striking out "8-year" in subsection (b) and inserting in lieu thereof "10-year"; and

(3) by striking out "8-year" and "eight-year" in subsection (c) and inserting in lieu thereof "10-year".

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93d CONGRESS
1st Session

H. R. 8489

IN THE HOUSE OF REPRESENTATIVES

June 7, 1973

Miss Jordan introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, to provide additional educational benefits to Vietnam era veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 34 of title 38, United States Code, is amended by adding after section 1682 a new section as follows:

"§ 1682A. Payment of tuition and certain other expenses for eligible veterans

"(a) In addition to the educational assistance allowance payable to any eligible veteran under this chapter, the Administrator shall reimburse any eligible veteran enrolled in a full-time or part-time course of education or training

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under this chapter (including a cooperative program) for costs incurred by such veteran for tuition, for laboratory, library, health, infirmary, and other similar fees, and for expenses incurred for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course of education or training in which such veteran is enrolled. In no event shall payment made to an eligible veteran under this section for any expense incurred by such veteran exceed the customary amount paid by other students in the same institution for the same service, privilege, material, or equipment; and in no event shall the total payments made to or on behalf of any veteran under this subsection exceed $1,000 for an ordinary school year, unless the veteran elects to have such customary charges paid in excess of such limitation, in which event there shall be charged against his period of eligibility the proportion of an ordinary school year which such excess bears to $1,000. No payments for tuition or enrollment shall be paid to any veteran for apprentice training on the job. Payments for tuition and other expenses incurred by any eligible veteran may be made by the Administrator to such veteran under this subsection on the basis of such reasonable evidence as the Administrator may require.

“(b) The Administrator shall prescribe such regula-

tions as he deems necessary or appropriate to implement the provisions of this section."

SEC. 2. Section 1691 (b) of title 38, United States Code, is amended by striking out the period after the word "title" and inserting in lieu thereof a comma and the following: "and shall reimburse an eligible veteran pursuing a course or courses under this section for tuition and other expenses as provided in section 1682A of this title.".

SEC. 3. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by adding below

"1682. Computation of educational assistance allowances."

the following:

"1682A. Tuition and certain other expenses for eligible veterans.".

SEC. 4. The amendments made by this Act shall become effective on the first day of the second calendar month following the month in which this Act is enacted. No benefits shall be paid to any person for any period prior to such effective date.

93D CONGRESS
1ST SESSION

H. R. 8494

IN THE HOUSE OF REPRESENTATIVES

JUNE 7, 1973

Mr. KOCH (for himself, Mr. ASPIN, Mr. BADILLO, Mr. BOLAND, Mr. BROWN of California, Mr. BURTON, Mr. DELLUMS, Mr. DE LUGO, Mr. DIGGS, Mr. EDWARDS of California, Mr. GIBBONS, Mr. HARRINGTON, Mr. HAWKINS, and Mr. LEHMAN) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend chapter 34 of title 38, United States Code, to provide additional educational benefits to Vietnam era veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 34 of title 38, United States Code, is amended by adding after section 1682 a new section as follows:

"§ 1682A. Payment of tuition and certain other expenses for eligible veterans

"(a) In addition to the educational assistance allowance payable to any eligible veteran under this chapter, the Administrator shall reimburse any eligible veteran enrolled in a full-time or part-time course of education or training

under this chapter (including a cooperative program) for costs incurred by such veteran for tuition, for laboratory, library, health, infirmary, and other similar fees, and for expenses incurred for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course of education or training in which such veteran is enrolled. In no event shall payment made to an eligible veteran under this section for any expense incurred by such veteran exceed the customary amount paid by other students in the same institution for the same service, privilege, material, or equipment; and in no event shall the total payments made to or on behalf of any veteran under this subsection exceed $1,000 for an ordinary school year, unless the veteran elects to have such customary charges paid in excess of such limitation, in which event there shall be charged against his period of eligibility the proportion of an ordinary school year which such excess bears to $1,000. No payments for tuition or enrollment shall be paid to any veteran for apprentice training on the job. Payments for tuition and other expenses incurred by any eligible veteran may be made by the Administrator to such veteran under this subsection on the basis of such reasonable evidence as the Administrator may require.

"(b) The Administrator shall prescribe such regula-

tions as he deems necessary or appropriate to implement the provisions of this section."

SEC. 2. Section 1691 (b) of title 38, United States Code, is amended by striking out the period after the word "title" and inserting in lieu thereof a comma and the following: "and shall reimburse an eligible veteran pursuing a course or courses under this section for tuition and other expenses as provided in section 1682A of this title.".

SEC. 3. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by adding below

"1682. Computation of educational assistance allowances."

the following:

"1682A. Tuition and certain other expenses for eligible veterans.".

SEC. 4. The amendments made by this Act shall become effective on the first day of the second calendar month following the month in which this Act is enacted. No benefits shall be paid to any person for any period prior to such effective date.

93d CONGRESS
1st Session

H. R. 8626

IN THE HOUSE OF REPRESENTATIVES

June 13, 1973

Mr. Breaux (for himself, Mrs. Burke of California, Mr. Culver, Mr. Dan Daniel, Mr. Dominick V. Daniels, Mr. Fascell, Mr. Flood, Mr. Ginn, Mr. Gude, Mrs. Hansen of Washington, Mr. Leggett, Mr. McCormack, Mrs. Mink, Mr. Mitchell of Maryland, Mr. Mollohan, Mr. Mosher, Mr. Murphy of New York, Mr. Murphy of Illinois, Mr. Nix, Mr. Quie, Mr. Railsback, Mr. Rangel, Mr. Rinaldo, Mrs. Schroeder, and Mr. Seiberling) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used."

93d CONGRESS
1st Session

H. R. 8627

IN THE HOUSE OF REPRESENTATIVES

June 13, 1973

Mr. Breaux (for himself, Mr. Sisk, Mr. Stokes, Mr. Thomson of Wisconsin, Mr. Winn, Mr. Wolff, and Mr. Young of Georgia) introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

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(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used."

93d CONGRESS
1st Session

H. R. 8684

IN THE HOUSE OF REPRESENTATIVES

June 14, 1973

Mrs. Grasso introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38, United States Code, in order to permit certain veterans up to fifteen months of educational assistance for the purpose of pursuing retraining or refresher courses.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 34 of title 38, United States Code, is amended by adding after section 1683 a new section as follows:

"§ 1683A. Retraining benefits

"(a) Notwithstanding any other provision of this chapter, any veteran who—

"(1) has been discharged or released from active duty on or prior to January 31, 1955;

"(2) was (A) eligible for educational assistance under the provisions of part VIII of Veterans Regulation Numbered 1 (a), the Veterans' Readjustment Assistance Act of 1952, or Public Law 85–857, or (B) has utilized his entitlement for educational assistance under the provisions of this chapter; and

"(3) needs refresher courses due to technological changes in his vocation or profession, is unemployed, or is not employed at his usual occupation, and needs courses to retrain him for a different vocation or profession,

shall, upon a determination by the Administrator of the veteran's need for such refresher or retraining courses, be eligible for a period of up to fifteen months (or its equivalent in part-time training) of educational assistance for the pursuit of such courses (excluding correspondence and flight courses) at institutions.

"(b) (1) A veteran, who is eligible for benefits by virtue of the provisions of this section and is pursuing refresher or retraining courses on a halftime or more basis, shall be paid an educational assistance allowance based upon the rates for institutional training set forth in section 1682 (a) (1) of this chapter.

"(2) An eligible veteran who is pursuing such refresher or retraining courses on less than a halftime basis shall be paid an educational assistance allowance based upon the rates and provisions set forth in section 1862 (b) of this chapter."

SEC. 2. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by inserting immediately after

"1683. Apprenticeship or other on-job training."

the following:

"1683A. Retraining benefits.".

93d CONGRESS
1st Session

H. R. 8800

IN THE HOUSE OF REPRESENTATIVES

June 19, 1973

Mr. Breaux (for himself, Mr. Addabbo, Mr. Bingham, Mr. Burke of Massachusetts, Mr. Burton, Mr. Butler, Mrs. Collins of Illinois, Mr. Coughlin, Mr. Cronin, Mr. Diggs, Mr. Green of Pennsylvania, Mr. Hawkins, Mr. Hechler of West Virginia, Mr. Lott, Mr. Robinson of Virginia, Mr. Roe, Mr. Roush, Mr. St Germain, Mr. Stuckey, Mr. Thompson of New Jersey, Mr. Veysey, and Mr. Yatron) introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

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(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used."

93d CONGRESS
1st Session

H. R. 8983

IN THE HOUSE OF REPRESENTATIVES

June 26, 1973

Mr. Patman introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used."

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93D CONGRESS
1ST SESSION

H. R. 9081

IN THE HOUSE OF REPRESENTATIVES

JUNE 29, 1973

Mr. GAYDOS introduced the following bill; which was referred to the Committee on Veterans' Affairs

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A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

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(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used."

93D CONGRESS
1ST SESSION

H. R. 9085

IN THE HOUSE OF REPRESENTATIVES

JUNE 29, 1973

Mr. HELSTOSKI introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend chapter 34 of title 38, United States Code, to provide additional educational benefits to Vietnam era veterans.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That chapter 34 of title 38, United States Code, is amended by adding after section 1682 a new section as follows:

"§ 1682A. Payment of tuition and certain other expenses for eligible veterans

"(a) In addition to the educational assistance allowance payable to any eligible veteran under this chapter, the Administrator shall reimburse any eligible veteran enrolled in a full-time or part-time course of education or training

under this chapter (including a cooperative program) for costs incurred by such veteran for tuition, for laboratory, library, health, infirmary, and other similar fees, and for expenses incurred for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion of the course of education or training in which such veteran is enrolled. In no event shall payment made to an eligible veteran under this section for any expense incurred by such veteran exceed the customary amount paid by other students in the same institution for the same service, privilege, material, or equipment; and in no event shall the total payments made to or on behalf of any veteran under this subsection exceed $1,000 for an ordinary school year, unless the veteran elects to have such customary charges paid in excess of such limitation, in which event there shall be charged against his period of eligibility the proportion of an ordinary school year which such excess bears to $1,000. No payments for tuition or enrollment shall be paid to any veteran for apprentice training on the job. Payments for tuition and other expenses incurred by any eligible veteran may be made by the Administrator to such veteran under this subsection on the basis of such reasonable evidence as the Administrator may require.

"(b) The Administrator shall prescribe such regula-

tions as he deems necessary or appropriate to implement the provisions of this section."

SEC. 2. Section 1691 (b) of title 38, United States Code, is amended by striking out the period after the word "title" and inserting in lieu thereof a comma and the following: "and shall reimburse an eligible veteran pursuing a course or courses under this section for tuition and other expenses as provided in section 1682A of this title.".

SEC. 3. The table of sections at the beginning of chapter 34 of title 38, United States Code, is amended by adding below

"1682. Computation of educational assistance allowances."

the following:

"1682A. Tuition and certain other expenses for eligible veterans.".

SEC. 4. The amendments made by this Act shall become effective on the first day of the second calendar month following the month in which this Act is enacted. No benefits shall be paid to any person for any period prior to such effective date.

93D CONGRESS
1ST SESSION

H. R. 9147

IN THE HOUSE OF REPRESENTATIVES

JULY 10, 1973

Mr. BREAUX (for himself, Mr. BEVILL, Mr. CONYERS, Mr. CORMAN, Mr. FRASER, Mr. GAYDOS, Mr. GILMAN, Mr. O'HARA, Mr. RONCALLO of New York, Mr. SYMINGTON, and Mr. CHARLES H. WILSON of California) introduced the following bill; which was referred to the Committee on Veterans' Affairs

---

A BILL

To amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 1662 of title 38, United States Code, is amended to read as follows:

"§ 1662. Educational assistance available until used

"Educational assistance afforded to eligible veterans under this chapter shall remain available until used."

(b) The analysis of subchapter II of chapter 34 of such title 38 is amended by striking out

"1662. Time limitations for completing a program of education."

and inserting in lieu thereof

"1662. Educational assistance available until used."

Mr. Helstoski. Also, without objection, those portions of a study conducted by the Department of Veterans' Benefits in November of 1972, and made available to the committee, which relate to the educations programs, will be placed in the record at this point. The study was entitled "Comparison of Benefits, Vietnam Era—World War II." Along with these excerpts, without objection a chart entitled "Three GI Bills, Comparison of Participation Rates After First Eighty-Three Months of Educational Assistance." April 1973, and "Comparison of GI Bill Educational Benefits, World War II (1948–49 School Year) vs. Vietnam Era (1972–73 School Year)," dated March 29, 1973, will also be placed in the record. This data was also furnished to the committee staff by Veterans' Administration.

[The material follows:]

DEPARTMENT OF VETERANS' BENEFITS,
VETERANS' ADMINISTRATION,
Washington, D.C., November 1972.

"COMPARISON OF BENEFITS, VIETNAM ERA—WORLD WAR II"

FOREWORD

How do the benefits for Vietnam veterans compare with those provided for veterans of other wars? Are the benefits available to Vietnam veterans less than those offered to veterans of World War II? These are typical of the questions that are often presented by veterans groups and others and they apparently stem from an erroneous assumption that Vietnam veterans are not being afforded equitable treatment by VA.

To provide answers to questions on this overall topic, a comparison of benefits administered by the Department of Veterans Benefits is presented in this brochure. A review of these comparisons will show that the benefits now being provided Vietnam veterans, their dependents and beneficiaries parallel, and in many instances, are greater than the benefits provided veterans, their dependents and beneficiaries at the end of World War II.

In order to provide an equitable comparison, the benefits paid World War II recipients are shown both in actual dollar amounts and also the actual dollar amounts adjusted to 1971 constant dollars. The conversion factor is based on the Consumer Price Index—all items for the periods involved. (Calendar Year 1947 and 1971.)

In the majority of program areas, the issue can be clearly and readily resolved; in others, there is need to examine carefully all the factors involved and avoid a simple judgment based on just one element.

Since World War II, the Department's continuing programs (e.g., Compensation) have been substantially improved. Benefit rates have been adjusted upward periodically over the years, and changes favorable to the veteran have been made in such program areas as eligibility, and scope of benefits. As a result, the benefit available to the newly discharged Vietnam veteran is considerably better than the benefit available to the World War II veteran when he was released to civilian life. At this point, however, *all* veterans share in the advantages of the legislative changes and improved service.

There are "negative" factors in some programs, but in a valid benefit comparison, these must be viewed in relation to "positives" which are new. For example, the Vietnam veteran does not have entitlement for business loans—as did the World War II veteran. But the positive factors are loans for mobile homes, condominiums, and refinancing loans which were not available to the newly discharged World War II veteran. Program delimiting dates have been removed and legislation enabling adjustments in the interest rate provides the financial climate necessary for GI loans.

A look back to the "good old days" of the World War II GI Bill points up some rather significant flaws in that Education program. For example, it is likely that many veterans were not well served by a program which permitted frequent changes of course, attendance at newly established "GI schools" which often provided a considerably less than satisfactory quality of instruction, the pursuit of courses with little or no career potential, and income or earning limitations which reduced or completely eliminated the subsistence allowance paid under the program to a number of veterans. The current GI Bill has safeguards that offset such features. It also includes benefits which were not in the original Bill, particularly several which offer added assistance to the educationally disadvantaged.

Finally, in any comparison of benefits, some consideration of weight must be given to the Department's highly successful and expanding Outreach Program. Unprecedented in its approach and basic policy, this Program is a solid plus for the Vietnam veteran. No program can fulfill its objectives or achieve a satisfactory level of participation unless veterans are aware that it exists and have some understanding of the benefits offered and where to go to apply. Outreach and the expanded facilities for contacting VA provide the necessary communications link between the veteran and this Agency.

Veterans Educational Assistance Comparison of Benefits

In order to provide an opportunity for veterans to complete their education, and to acquire the training needed to adjust to the business of living in the civilian world, Congress passed the Servicemen's Readjustment Act of 1944, which was generally known as the "GI Bill." This Bill provided assistance for veterans to get the education or training they might have attained had they not served their country in time of war.

The World War II "GI Bill" provided for the Veterans Administration to make direct payment to schools for the cost of a veteran's tuition, fees, books and supplies not to exceed $500 for an ordinary school year in addition to a monthly subsistence allowance.

Based upon our experience with the previous two GI Bills, our current program, Public Law 89–358, as amended, provides for the direct payment to the veteran to meet, in part, the expenses of the veteran's subsistence, tuition books and supplies. The payment now provided under the current program is intended to give essentially the same level of support afforded to the veteran under the World War II program, when we paid an amount toward tuition and fees, and a subsistence allowance. The pertinent provisions of the current law may be found in Chapters 34 and 36 of Title 38, United States Code.

The Veterans Administration pays an educational assistance allowance to each eligible veteran enrolled in an approved program of education or training. The allowance for full-time school attendance is currently $220 per month for a veteran without dependents, and more if he has dependents.

Each eligible person may select a program of education or training at any educational institution or training establishment which will accept and retain him as a student or trainee in any field or branch of knowledge which the institution finds him qualified to undertake. All courses must be approved by the State Approving Agency for the State in which the school is located, or where appropriate, by the Veterans Administration. The term educational institution' means any elementary, secondary, vocational, correspondence, or business school, junior or teachers' college, college, normal or professional school, university, scientific or technical institution, or other institution furnishing education for adults. The term 'training establishment' means any establishment providing apprentice or other training on-the-job. Farm cooperative courses and flight training are included as acceptable programs of education.

If assistance is needed in the selection of a program, counseling is available. A staff of full-time professional, vocational and educational counselors are available. Counseling may also be requested by those eligible persons who have already chosen their program of education or training.

VETERANS EDUCATIONAL ASSISTANCE

COMPARISON OF BENEFITS

	Vietnam era (Oct. 24, 1972)	World War II[1] (July 25, 1947)
Eligibility:		
Veterans	181 days service	90 days service.
Servicemen	do	Not eligible.
Entitlement	Up to 36 months for fulfilling service obligation of 18 months or 1½ months for each service month.	Up to 48 months; 1 year plus period of active duty—1 day for each day of service (36 months for 24 service months).
Rates, full-time institutional training for veteran with:[1]		
(a) No dependents	$220	$65 plus (actual);[2] $118 plus (adjusted).[2]
(b) 1 dependent	$261	$90 plus (actual);[2] $163 plus (adjusted).[2]
(c) 2 dependents	$298	Not applicable.
(d) Additional amount for dependents over 2.	$18 each	None.
Permitted programs:		
College	Yes	Yes.[3]
Below college level	Yes	Yes.[3]
OJT-apprenticeship	Yes	Yes.[3]
Farm	Yes	Yes.[3]
Flight	90 percent of charges	Tuition up to $125 ($227, adjusted) a school year, ¼ time subsistence.[3 4]
Correspondence	90 percent of charges[5]	Total amount paid not to exceed $500 ($907, adjusted).
High school	Yes, without charge to veteran's entitlement.	Yes.[3]
Tutorial	$50 per month, not to exceed 9 months or until $450 has been used.	No.

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[1] Effective Apr. 1, 1948, full-time institutional training subsistence rates were increased to $75 ($135.99, adjusted) a month for a veteran with no dependents, $105 ($190.39, adjusted) a month for a veteran with 1 dependent, and $120 ($217.58, adjusted) a month for veterans with 2 or more dependents. The rate of subsistence and earnings of the veteran could not exceed $210 ($380.77, adjusted) a month without dependents, $270 ($489.56, adjusted) a month with 1 dependent, and $290 ($525.83, adjusted) a month with 2 or more dependents.

[2] Tuition, fees, books and supplies not to exceed $500 ($907, adjusted) for school year.

[3] This subsistence would be reduced or discontinued based on the earning of the veteran. The rage of subsistence and compensation could not exceed $175 ($317, adjusted) a month without dependents and ($363, adjusted) a month with dependents.

[4] An accelerated flight training course resulted in additional charge of 1 day of the veteran's entitlement for each $2.10 of the total cost.

[5] Effective Jan. 1, 1973.

Note: Under World War II entitled charged on basis of ¼ of the elapsed time enrolled. Under Vietnam era entitlement charged 1 month for each $220 paid for training, effective Jan. 1, 1973.

COMPARISON OF WORLD WAR II AND VIETNAM ERA GI BILLS ADJUSTED TO CONSTANT DOLLARS AS OF CALENDAR YEAR 1971 FOR VETERANS IN ATTENDANCE AT INSTITUTIONS OF HIGHER LEARNING

Period of service and school year	VA assistance, average school year—9 months[1]	Average cost of tuition[2]	Remainder for other expenses	Comparison to World War II	Percent in attendance IHL
World War II (calendar year 1947):					
Public	$1,303	$241	$1,062		50
Private	1,720	658	1,062		50
Vietnam era (calendar year 1971):					
Public	1,575	367	1,208	+$146	79
Private	1,575	1,781	−206	−1,268	21
Vietnam era (Public Law 92-540):					
Public	1,980	367	1,613	551	79
Private	1,980	1,781	199	−863	21

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[1] Based on educational assistance allowance of single veterans in full-time training. Monthly rate for World War II—$65 (plus up to $500 tuition fee) adjusted to $118 in constant dollars.

[2] Source for average tuition rates—OE official unpublished data. World War II tuition rates for school year 1947-48 (public $133—private $363) adjusted to constant dollars as of calendar year 1971.

VOCATIONAL REHABILITATION COMPARISON OF BENEFITS

Vocational rehabilitation is provided for the purpose of restoring employability lost by reason of a handicap due to service-connected disability. Through educational and vocational counseling, a program is determined to meet the needs of the individual disabled veteran based upon the extent of his disability and his own capabilities.

A veteran who has a service-connected disability of compensable degree, which resulted from service in the Armed Forces on or after September 16, 1940, will be presumed to be in need of vocational rehabilitation if his disability resulted from World War II or the Korean Conflict service or is rated 30% or more based upon service during other periods. Veterans who have a pronounced employment handicap may also be entitled to benefits under this program. Benefits generally are not payable after nine years have elapsed since the veteran's discharge.

The veteran is provided up to 48 months of training and additional time is available when this is required. The Veterans Administration pays the cost of tuition, books, and supplies, and in addition to the compensation paid for the disability incurred, the veteran also receives a monthly living allowance. The allowance for full-time school attendance is currently $170 a month for a veteran without dependents, and more if he has dependents.

Eligible veterans under this program may enroll in schools or colleges, train on-the-job, take institutional on-farm training, or enter other programs which combine school and job training.

The Veterans Administration rehabilitation program is part of an interrelated total Veterans Administration program involving medical and prosthetic service, social work, hospitalization and others. Program planning is individualized and make full use of all necessary Veterans Administration resources. In addition to counseling assistance in selecting most suitable employment objectives, vocational rehabilitation specialists aid in the selection of appropriate training facilities, provide assistance to veterans while they are in training, and provide necessary employment help in coordination with other agencies.

VOCATIONAL REHABILITATION COMPARISON OF BENEFITS

	Vietnam era, Oct. 24, 1972	World War II, July 25, 1947	
		Actual	Adjusted
Eligibility:			
Veterans	Service-connected disability	Service-connected disability.	
Entitlement	Usually up to 48 months	Usually up to 48 months.	
Rates:			
Full-time institutional training for veteran with:			
(a) No dependents	$170 plus [1]	$105 [2]	$190.
(b) 1 dependent	$211 plus [1]	$115 [3]	$209.
(c) 2 dependents	$248 plus [1]	NA	NA.
(d) Additional amount for dependents over 2.	$18 each	None	None.
Permitted programs:			
College	Yes	Yes.	
Below college level	Yes	Yes.	
OJT-apprenticeship	Yes	Yes.[4]	
Farm	Yes	Yes.	

[1] Subsistence payable in addition to disability compensation, tuition, fees, books, and supplies.

[2] Minimum subsistence—combined with compensation.

[3] $10 additional ($18—adjusted) for 1 child and $7 additional ($13—adjusted) for each additional child; $15 additional ($27—adjusted) for a dependent parent.

[4] This subsistence would be reduced based on the earnings of the veteran. The rate of subsistence and compensation could not exceed $175 ($317—adjusted) without dependents and $200 $(363—adjusted) with dependents.

DEPENDENTS EDUCATIONAL ASSISTANCE COMPARISON OF BENEFITS

The Veterans Administration also administers a major educational program for the dependents of certain veterans. This is the Dependents Educational Assistance program, formerly called the War Orphans Educational Assistance program.

This program is intended to provide opportunities for education to children whose education would otherwise be imperiled or interrupted by reason of the disability or death of a parent from a disease or injury incurred in or aggravated by service in the Armed Forces. The purpose was to aid such children in attaining the educational status which they might normally have aspired to and obtained but for the disability or death of such parent.

This program has been extended to the widows of veterans who died of service-connected disabilities and to wives of veterans with service-connected total disabilities permanent in nature. The purpose of the program is to assist the wives and widows in preparing to support themselves and their families at a standard of living level which the veteran, but for his death or service disability, could have expected to provide for his family.

The children and wives of servicemen listed for more than 90 days as missing in action, captured in line of duty, or forcibly detained or interned in line of duty by a foreign power are also included.

The Dependents Educational Assistance program provides 36 months of full-time educational assistance or the equivalent if enrolled part-time. This benefit is available to children beginning on their 18th birthday or on the completion of high school and ending on their 26th birthday. Under certain circumstances, eligibility may continue to age 31. Some handicapped children may begin a special vocational or restorative course at age 14. Wives and widows must use their eligibility within eight years after their date of eligibility.

The educational assistance allowance for a child, wife or widow is $220 a month for full-time training. Lesser rates are payable for training on a less than full-time basis. Marriage of a child does not affect his eligibility. No additional amounts are paid for dependents.

Courses may be selected in any approved vocational school, business school, junior college, teachers' college, college, professional school, university, or any establishment providing apprentice or other training on-the-job. Wives and widows may also enroll in correspondence and secondary schools. Counseling is required for children prior to final approval of below college level program and where an individual has not been accepted for, or is pursuing, courses which lead to a standard college degree at an approved institution. Counseling is available on request for eligible wives and widows.

WAR ORPHANS AND WIDOWS ASSISTANCE COMPARISON OF BENEFITS

	Vietnam era Oct. 24, 1972	World War II July 25, 1947
Eligibility:		
Children	Service-connected death or permanent and total disability.	None.[1]
Wives/widows	Service-connected disability of veteran parent or husband. Wife or children of serviceman MIA or POW for more than 90 days.	None.[1]
Entitlement	Usually up to 36 months	
Rates:		
Full-time institutional training for recipient.	$220	
Permitted programs:		
College	Yes	
Below college level	Yes	
OJT-apprenticeship	Yes	
Correspondence[2] (effective Jan. 1, 1973)	Yes	

[1] The War Orphans Educational Assistance Act, effective June 29, 1956, initiated educational assistance for orphans of veterans whose death was service connected. Subsequent amendments extended these benefits to the children and wives of veterans who have a permanent and total service-connected disability. The widows of veterans who died of a service-connected disability are also entitled. These benefits have also been extended to the wives and children of servicemen missing in action or prisoners of war for more than 90 days.

[2] Wives and widows only.

APPENDIX TABLE 19.—THREE GI BILLS, COMPARISON OF PARTICIPATION RATES AFTER FIRST EIGHTY-THREE MONTHS OF EDUCATIONAL ASSISTANCE

	World War II June 1944–April 1951	Korean conflict September 1952–July 1959	Post-Korean June 1966–April 1973	Vietnam era June 1966–April 1973
Veteran population	15, 440, 000	5, 443, 000	9, 583, 000	6, 476, 000
Total trained	7, 451, 971	2, 336, 231	[1] 3, 971, 217	[1] 2, 985, 967
Percent	48. 3	42. 9	41. 4	46. 1
School trainees	5, 417, 351	2, 020, 979	3, 632, 750	2, 704, 886
Percent	35. 1	37. 1	37. 9	41. 8
College	2, 155, 988	1, 182, 870	2, 058, 901	1, 578, 914
Percent	14. 0	21. 7	21. 5	24. 4
Below college	3, 261, 363	838, 109	1, 573, 849	1, 125, 972
Percent	21. 1	15. 4	16. 4	17. 4
On-job	1, 400, 000	221, 241	324, 738	274, 398
Percent	9. 1	4. 1	3. 4	4. 2
Farm	634, 620	94, 011	[2] 13, 729	[2] 6, 683
Percent	4. 1	1. 7	0. 1	0. 1

[1] Includes 337,974 servicemen.

[2] Cooperative farm.

COMPARISON OF GI BILL EDUCATIONAL BENEFITS, WORLD WAR II (1948-49 SCHOOL YEAR) VERSUS VIETNAM ERA (1972-73 SCHOOL YEAR)

[Based on single veteran rate-IHL-9-month school year]

	Average tuition	Average books and supplies	VA allowance (9 months—IHL)	VA allowance less tuition, books, and supplies		Percent attending public/private
				Amount	Difference WW-II	
World War II[1] (1948-49 school year):						
Public (current dollars)	$140	$50	$675			
Public (constant dollars)[2]	243	87	1,173	$1,173		50
Private (current dollars)	396	50	675			
Private (constant dollars)[2]	688	87	1,173	1,173		50
Vietnam era (1972-73 school year):						
Public (current dollars)	388	125	1,980	1,467	+$294	81
Private (current dollars)	1,902	125	1,980	—47	−1,220	19

[1] Ceiling limitation of $500 on tuition, books, and supplies; limitation on earnings plus subsistence, single veteran—$210 per month; veteran with 1 dependent—$270 per month; and veteran with 2 or more dependents—$290 per month.

[2] 1972 constant dollars based on: Consumer Price Index 1967—100.0; 1948 average—72.1; 1972 average—125.3; ratio—1.7379.

Source: 1948-49: Tuition—exhibit 10, HEW, S-9 hearings; Books; Supplies—VA estimates. 1972-73: Tuition—tab 45, Office of Education, HEW (unpublished data); Books and Supplies—VA estimate.

Mr. Helstoski. As our first witness this morning we are pleased to welcome to the subcommittee our distinguished colleague, the gentleman from Iowa, Mr. Neal Smith, who has asked to express his views on this bill, H.R. 5995, a bill to assist institutions in educating Vietnam veterans, and for other purposes.

Mr. Smith.

STATEMENT OF HON. NEAL SMITH, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF IOWA

Mr. Smith. Thank you very much Mr. Chairman and members of the committee.

I appreciate the opportunity to appear before you on behalf of my bill, H.R. 5995 and any other bill which is designed to alleviate the serious problems facing veterans of the war in Vietnam who now desire to secure post high school education.

Without the passage of this legislation very soon, thousands of such veterans will not have the opportunity to attend school.

Some people will say that veterans can participate in other student aid programs and indeed many of them are, but there are some reasons why I think they should not be required to depend upon the other student aid programs.

In the first place, they were paid less than people in civilian life were making and part of the contract which the American people had with these veterans was that in return for being low-paid there would be educational benefits available after service. In addition to that, the fact of the matter is that veterans are being discriminated against in other educational programs.

I have the privilege of serving on the appropriations subcommittee which recommends appropriations for the Department of Health, Education, and Welfare, and one of the reasons I wanted to come here is to give you my experience on that subcommittee.

An examination of the witnesses each year has turned up additional examples of veterans being discriminated against or veterans' benefits being nullified in the administration of other education programs. I direct your attention to this year's hearings at pages 830 to 836.

Under the new program called basic education opportunity grants, the size of the grant is reduced to offset payments received for the support of a veteran's child, but a comparable deduction is not made for income received for the support of a non-veteran's child.

New rules have just been announced for the National Defense Education Act direct loan program under which about 40 percent of the applicants who would have been eligible in previous years have been made ineligible.

Since veterans are more established and more of them are married and independent, more of them are hit by these disqualifying rules. About 3 years ago, I discovered that under a graduate program, a veteran's benefits received were being deducted dollar for dollar from what the student would have received anyway and therefore the veteran's benefits were not only being totally negated but the veteran was in fact being required to negotiate additional applications and run additional risks, compared to nonveterans, in order to get the same amount of money.

There is no need to belabor a long list of ways in which veterans have been discriminated against as they attempt to use existing nonveteran student aid programs because they should not be required to do so anyway.

The only way to prevent such discrimination against veterans and to prevent them from being beholden to the administrators of various nonveteran programs is to simply provide one veterans' training program which is adequate for all of their needs without regard for other programs.

My bill, H.R. 5995, provides that in addition to existing grants a veteran shall have paid for him the cost of tuition, books, supplies, equipment and other necessary expenses. This, in effect, reinstates the rule used for World War II veterans.

If these additional costs were paid, the total amount veterans now receive would still be barely enough. Testimony before our committee 2 months ago by the Department of HEW indicated that cost of going to school for a year in the average State-supported institution is $3,500 and that the cost of attending a privately endowed institution, on an average, is $4,300.

This does not include the cost of supporting dependents, such as many veterans have; and also, since these are average costs, as many of the institutions must be charging more as there are charging less and many veterans would live in an area where it costs more.

That is the reason a provision paying actual costs as was used for World War II veterans is much more equitable. Although the living cost allowance would be the same all over the United States, tuition costs would be flexible according to the institution attended.

And I notice from looking at the report this morning, it objects to this approach for fear that some veterans would gain employment as they say they did after World War II, but I say there is no danger of that at the level the benefits are now. And anyway, there is more than an offset of that abuse in the fact that those abuses are just hidden because some veterans receive the same amount even though it doesn't cost as much. So, it is just the same abuse anyway.

It is extremely urgent that this bill be passed immediately. I personally know of veterans who want to go to school but have been denied the opportunity to do so because they simply cannot exist on the amount now allowed, and this is the last year for some of these veterans to go. The time is about up.

Some others have enrolled who do not know how they are going to get along but have had enough faith in Congress to believe that we will remedy this obviously inequitable situation. It seems to me Congress has actually violated the promise made to veterans that they would be able to secure an education upon completing a term in the service.

In fulfillment of our promises previously made and in basic fairness to these veterans, I strongly urge that this subcommittee recommend legislation which, in addition to existing monthly allowances, provides for the payment of the full cost of tuition, books, supplies, equipment, laboratory fees and other necessary expenses which are generally required of students in an institution of higher education as provided in H.R. 5995.

Thank you very much.

Mr. HELSTOSKI. I have one question, Mr. Smith. On the first page you directed our attention to the hearings held in your committee on pages 830–836. Would you make provision for those hearings? Without objection the record will be left open for this part of those hearings.

Mr. SMITH. I will be glad to, sir.

Mr. HELSTOSKI. Thank you.

[The material referred to follows:]

PROPOSED FUNDING FOR BOG AND DIRECT LOANS

Mr. SMITH. I am trying to understand how this BOG proposal will work. I know a few of these figures have been in here before, but it will not hurt to have them again because it is a far-reaching proposal, involving nearly $1 billion.

Now, as I understand it, you are proposing for direct loans of $5 million only, but there will be in the revolving fund a total of how much?

Mr. MUIRHEAD. About $180 million, Mr. Smith. There includes a carryover from fiscal 1973 of $23.6 million in new Federal capital contributions.

Mr. SMITH. Will that make a total of $206 million in direct loans.

Mr. MUIRHEAD. For NDA type loans, there will be about $180 million in lendable funds.

Mr. SMITH. For work-study, you are proposing $261 million.

Mr. BAREFOOT. $250 million.

Mr. MUIRHEAD. $250 million.

Mr. SMITH. BOG is $959 million?

Mr. MUIRHEAD. That is right.

NUMBER OF STUDENTS AIDED

Mr. SMITH. Now, what are the estimates on the total number of students who will receive BOG's?

Mr. MUIRHEAD. We expect about one and a half million students will receive BOG's.

Mr. SMITH. How many received equal opportunity grants in this year?

Dr. OTTINA. 300,000.

Mr. SMITH. How many received work-study this year?

Mr. HERRELL. 454,000.

Mr. SMITH. How many will receive work-study under——

Dr. OTTINA. Excuse me, you are talking about this 1972–73?

Mr. Smith. That would be under the 1972 budget. The law has been changed now on eligibility for work-study, is that right?

Dr. Ottina. That is right.

Mr. Smith. How many would receive work-study under the money in this bill?

Dr. Ottina. The figure just given to you is slightly in error; it is 560,000.

Mr. Smith. How many under the budget in 1974?

Mr. Muirhead. For work-study, we expect to have 545,000.

Mr. Smith. It is less because there is less money?

Mr. Muirhead. Yes. It is slightly less. The total for college work-study in the present college year, 1972–73, is 500,000——

Mr. Smith. How many additional ones would be eligible because there is a change in the law? Is there a way to estimate that?

Mr. Muirhead. I do not know how we could predict how many additional would be eligible, but in our projections we have computed the number that would receive work-study support if the average grant were about the same.

AVERAGE AMOUNT PER STUDENT

Mr. Smith. You are projecting then the average grant would be the same even though there would be more people? That cannot be.

Dr. Ottina. The average grant projected for academic year 1974–75 for the work-study would be approximately $553; the average grant for academic year 1972–73, which corresponds to the 560,000 figure that I gave you earlier would be about $580.

Mr. Smith. And on direct loans, what would the two figures be, the average grants?

Dr. Ottina. The average grants for direct loans in 1972–73 would be $690; for 1973–74, $600.

EXAMPLES OF BOG DISTRIBUTION

Mr. Smith. Now this table that you have proposed to use for distribution of BOG's, let's see if it works the way I think it does.

I just took three or four examples.

For example, if it is a widow with one child and she has $3,032, and she pays $32 Federal income tax, then she has an effective family income of $3,000; is that right? Then she would receive an employment offset of half of that because she is head of the household; right? That leaves $1,500 of that discretionary income, would she be expected to contribute any of that.

Dr. Ottina. No, sir.

Mr. Smith. What is correct?

Mr. Voight. That would be the expectation from income. I am sorry, no. We then take off the allowance for the size of the family.

Mr. Smith. But she is by herself.

Mr. Voigt. That is a two-member family.

Mr. Smith. Does the child count as part of the two-member family?

Mr. Voigt. Yes. So with a family size offset of $2,800, there would be zero discretionary income.

Mr. Smith. As far as her income, she is not expected to contribute out of that?

Mr. Voigt. That is correct.

Mr. Smith. But she has a $20,000 equity in a home. So you subtract $7,500 from that and that leaves $12,500 in assets?

Mr. Voigt. That is right.

Mr. Smith. She is expected to contribute 5 percent of that, or $625?

Mr. Voigt. That is right.

Mr. Smith. So the child of that widow who has a $20,000 home and $3,000 a year job, will be expected to contribute $625.

Now let's take the father and mother with two children. He makes $6,893, she makes $3,000, that is a total of $9,893; they pay $893 in income tax, that leaves $9,000. The family size offset is half of her salary, $1,500.

Mr. Voight. $1,500 is the employment expense offset. The family size offset would be $4,300, making the total offset $5,800.

Mr. Smith. That makes $5,800. That leaves $3,100 as discretionary income and they contribute 20 percent of that, and that is $620.

Mr. Voigt. That is right.

Mr. Smith. They do not have any equity in a property, so there is a man and his wife who make $6,893, they contribute within $5 of the same amount as the widow with one child and $3,000 income.

Mr. **Voigt**. Isn't their income $9,893?

Mr. **Smith**. Yes, they make $9,893. I am sorry, I said $6,000.

Dr. **Ottina**. That would be correct.

PROPOSAL FOR SPECIAL CHART PRESENTATION OF BOG

Mr. Smith or Mr. Chairman, perhaps I should address this question to you, It appears that we have been discussing the basic opportunity grant family contribution schedule and how it functions.

May I offer the suggestion that perhaps we could make a presentation to you for like a half-hour Friday to go over all of these kinds of details; would that be helpful?

Mr. **Flood**. No. We already have a schedule for Friday morning.

Mr. **Miller**. I think our concern, Mr. Chairman, and I do not know whether you can possibly squeeze it into your schedule, is that the subject just did not come through as clearly as I think we can present it. We would like a little time to make a chart presentation if it can possibly be arranged.

Mr. **Flood**. I think it is remote, but we will certainly try.

Mr. **Miller**. Of all the subjects we have discussed, this one has aroused the most interest.

FURTHER EXAMPLES OF BOG AWARDS

Mr. **Smith**. Suppose the widow had five children, her offset would exceed her income. She still has the $20,000 house. Does the excess in the offset reduce the contribution from the assets?

Dr. **Ottina**. No.

Mr. **Smith**. So the widow with five children also contributes $625, with a $3,000 income.

Dr. **Ottina**. Under the case you have with the $20,000 equity.

Mr. **Smith**. And there is no credit for State income tax, is that correct?

Dr. **Ottina**. That is correct.

Mr. **Smith**. In some States it is 10 percent, some it is zero.

Dr. **Ottina**. That is correct.

Mr. **Smith**. In this case I had the parents live together, so they make a $620 contribution; but, if they were separated and she paid $1 less than half toward the expense of the child, she would not have to make any contribution, right?

Mr. **Voigt**. That is right.

Dr. **Ottina**. That presumes that the child was living with the father and it was the father who was the person who claimed that child as a dependent, yes.

Mr. **Smith**. So if they separate, they do not have to make a $620 contribution?

Mr. **Muirhead**. That is right.

Dr. **Ottina**. It would be a different computation. You would have to take the $6,890 and reduce the family size and go through the calculation again. It would not be $620. It would be something else.

Mr. **Smith**. It comes out less than $50, I think, just as I run it through my head. It is practically nothing. In other words, it is another program where children receive more if the parents separate.

ADJUSTMENT FOR VETERANS BENEFITS

Now another thing: As I understand this regulation, if it is a veteran, you include half of the amount that he received for his dependents.

Mr. **Voight**. No. You include half the aomunt that he received for his dependents, not in the effective student income side, but on the actual adjusted gross income side. So you do not treat dependency allowance the same as you do the educational benefits.

Mr. **Smith**. That is included in his effective income, right?

Mr. **Voigt**. Right.

Mr. **Smith**. But if it is a nonveteran, he does not have to include it, does he?

Mr. **Voigt**. He would not be receiving dependency allowances.

Mr. **Smith**. The income that the dependent enjoys, maybe he has a paper route, what happens?

Mr. **Voigt**. No. The student's income would not be counted in that family contribution.

Dr. **Ottina**. I think we have to distinguish between the independent and the dependent student. If it is the independent student——

Mr. VOIGT. Then the veteran's dependency allowances, not the amounts that he would be receiving for his educational benefits from the VA, would be included as income.

Mr. SMITH. I am talking about, in determining his effective family income you include, if it is a veteran, half of the income of the dependent, is that correct?

Mr. VOIGT. Half of the dependency allowance that he receives for his dependents, if he is a veteran.

Mr. SMITH. It does not say it is limited to veterans' dependency allowance. It says income, does it not?

Mr. FLOOD. Mrs. Green, is this the point you developed at some length?

Mrs. GREEN. Mr. Smith is doing a much better job of it. His examples are superb.

Mr. FLOOD. All of them, yes.

Mrs. GREEN. I think the veteran is terribly penalized.

Mr. SMITH. You add to adjusted family income one-half of the income of the student attributable to the dependents of the student who is a veteran?

Mr. VOIGT. We include in adjusted annual income one-half of the dependency allowance paid to a veteran on behalf of his dependents.

Mr. SMITH. So one-half of the income of the dependent of the student, is included if he is a veteran.

Dr. OTTINA. What that is trying to say, and perhaps the language is not sufficiently clear, is that in his allowance from the Government for educational purposes he receives an additional allowance because he has dependents.

Mr. SMITH. Right.

Dr. OTTINA. It is that that we are trying to talk about, not earnings from the dependents.

Mr. SMITH. Earnings are not excluded. If the boy has a paper route, it is included.

Mr. VOIGT. That is not intended to be included.

Dr. OTTINA. In that statement.

Mr. VOIGT. In that statement.

Mr. SMITH. Where is it excluded under your regulations?

Mr. VOIGT. I think we have to reexamine the language of the regulations. We are only intending to include the dependency allowance paid to the students as part of his VA benefits.

Mr. SMITH. OK. So you include it if he is a veteran. What if he is a nonveteran and the child gets money from a trust fund. That is not included, is it?

Mr. VOIGT. Student income is not included.

Mr. SMITH. So the veteran is penalized.

Mr. VOIGT. If the student is a dependent student, which most veterans would not be, his own income would not be included in the calculation. If he is an independent student, which most veterans would be, his income would be included in the calculation of the family contribution.

Mr. SMITH. Well, in your proposed regulation the words "independent students" 190.43, it says "The expected family contribution shall include 100 percent of the student's effective income for the academic year for which aid is requested except that one-half of the portion of effective income of the student attributable to the dependents of the veteran shall be included as a part of and treated as annually adjusted family income."

Mr. VOIGT. Right.

Mr. SMITH. So it applies to both dependent and independent students.

DEFINITION OF STUDENT INCOME

Mr. VOIGT. For purposes of this program, we are defining effective income of the student as social security benefits received for educational purposes and one-half of his veteran's educational benefits. So that the only two items——

Mr. SMITH. Where in your regulations do you do that?

Mr. VOIGT. I think I can find the item for you.

Mr. SMITH. Are you talking about on page 3233 in the last column under 3, income from tax-exempt bonds, pensions, capital gains?

Mr. VOIGT. No. That is defined as other income.

Mr. SMITH. Very well. Effective income of student, in the middle column.

Mr. VOIGT. Yes.

Mr. SMITH. For purposes of the basic grants program.

Effective income of student is: That amount of social security benefits paid to or on behalf of the student because he is a student; and, one-half of the amount of veteran's readjustment benefits and/or war orphan's benefits—exclusive of dependency allowances—paid to or on behalf of a student because he is a student.

Mr. VOIGT. Right.

Mr. SMITH. So for purposes of the basic grants program you include that and that makes it all the more clear. But if it is a nonveteran and he has some other kinds of income, such as from a trust fund, it is not included.

Mr. VOIGT. It is not included as effective student income.

Mr. SMITH. That makes it doubly clear that the veteran is being penalized. If the veteran gets this certain kind of income, you include it; if he is a nonveteran, he gets a different kind of income for the child, it is not included.

Mr. VOIGT. The theory is that the veterans' educational benefits permit students to attend educational institutions. We are treating these benefits in that way so we would not be duplicating federally supported educational benefits.

If the veteran is an independent student, and has other income, his other income would not be included.

Mr. SMITH. How long have you been working on these regulations?

Mr. VOIGT. Six, seven months.

Mr. SMITH. It just seems to me that if you are in this kind of shape after 6 or 7 months, it is going to take a minimum of another year to get them straightened out.

Now, another example I used and I just pulled up four or five examples of each type.

VALUE OF ASSETS CONSIDERED UNDER BOG

As I read through these fast, if the independent student has $100,000 in jewelry, that does not count as an asset, is that right?

Mr. VOIGT. That is right.

Mr. SMITH. But the poor widow with five children who has a $20,000 home, she has to make a contribution out of that, get a mortgage or something to make a contribution. I know you are in a hurry, Mr. Chairman. I just think there is so much wrong with this that it would take a week to show how it would work.

Mr. MUIRHEAD. Mr. Chairman, I would like to comment that we have the regulations now before the appropriate authorization committees and they are being very carefully examined by them.

Second, the point that Mr. Smith made, and the very telling point that he made, about the veterans, that our regulations flow directly from the statute in that regard, in that the statute does say that one-half of the GI benefits shall be used as effective income, as it does also say that social security benefits will be.

Mr. SMITH. I do not doubt that. Some provisions in the statute have boxed you in. But that is all the more reason why we are in no shape now, it seems to me, to use BOG's as the main program to use for student aid.

Mr. MUIRHEAD. We do hope that many of the very good and critical questions that you are raising will also be raised by the congressional authorization committees and will also be raised during the 30-day period in which the regulations will be published and that we can react to them.

Mr. FLOOD. Mr. Shriver.

Mr. SHRIVER. Mr. Muirhead, you have now served in various executive positions, in the U.S. Office of Education for 15 years—through the Eisenhower, Kennedy, Johnson, and now Nixon administrations. An amazing record. You have always been fair and open with this committee since I have been a member, and I want to commend you on your record. We hope you will be coming up here for many years to come. And each of us hopes that he will be here to hear you.

Mr. MUIRHEAD. Thank you ver so much, Congressman Shriver, for your gracious and generous remarks. Working with you and your colleagues on this committee has been and continues to be one of the most rewarding experiences of my professional career. I am always impressed with the dedicated work of this committee and, if may say so, more than a little proud of the manner in which those efforts are invariably directed at strengthening and improving educational opportunities for our children and youth.

Mr. SHRIVER. There has been much discussion in this committee and elsewhere regarding the student aid proposals. However, I would like to ask one or two further questions.

Mr. HELSTOSKI. Do you have any questions Mr. Zwach?

Mr. ZWACH. No.

Mr. HELSTOSKI. Mr. Wylie?

Mr. WYLIE. I have no questions.

Mr. HELSTOSKI. Mr. Maraziti?

Mr. MARAZITI. No.

Mr. HELSTOSKI. Thank you very much, Mr. Smith.

Mr. SMITH. Thank you.

Mr. HELSTOSKI. Our next witness is Mr. Blake E. Turner, Deputy Chief Benefits Director of the Veterans' Administration, whose department is charged with the overall responsibility for the administration of these educational programs.

I think it would be helpful and of interest to the members if Mr. Turner could at the outset give us a brief up-to-date report on the progress of the current program for our Vietnam era veterans, and in his discussion of the legislative proposals on the agenda we will welcome any specific recommendations he may be in a position to make on behalf of the Administrator of Veterans Affairs.

Mr. Turner.

STATEMENT OF BLAKE TURNER, ACTING DEPUTY CHIEF BENEFITS DIRECTOR, IN BEHALF OF ODELL VAUGHN, CHIEF BENEFITS DIRECTOR, VETERANS' ADMINISTRATION, ACCOMPANIED BY MORRIS NOONER, DIRECTOR OF EDUCATION AND REHABILITATION SERVICE, AND JOHN KERBY, ASSISTANT GENERAL COUNSEL

Mr. TURNER. Mr. Chairman, I bring regrets from Mr. Odell W. Vaughn, the Chief Benefits Director, who is unable to be here this morning. I am here to present his statement to the subcommittee.

I have with me, and would like to introduce, several members of our staff from the Veterans' Administration; Mr. Bob Nooner is the Director of the Education and Rehabilitation Service, and Mr. John Kerby is from our General Counsel's office.

I have several more staff members in the back of the room; Dr. Andy Adams is a deputy to Mr. Nooner. Mr. Fred Branan is from our Budget and Management Service. Andy Thornton is from Mr. Nooner's shop. June Schaeffer is also from Mr. Nooner's shop.

With your permission, Mr. Chairman, I would like to proceed with reading the statement.

It is a pleasure to appear before you today to review the progress which has been made by the Veterans' Administration in the administration of the educational assistance program and to present our views on various bills, currently pending before your committee, which propose to amend that program.

Since the present G.I. bill became effective June 1, 1966, it has provided education and training to 3 million Vietnam veterans, including 0.3 million servicemen, together with an additional 1 million veterans who left service after 1955 and before the Vietnam era.

In addition to the college level programs in which the majority of veterans are enrolled, educational assistance is offered to veterans in diverse types of training programs. Junior colleges are offering courses leading both to continued college level studies and to technical certificates qualifying veterans for employment in many fields.

Trade, technical, and business schools offer programs covering nearly all existing vocational needs of the Nation, and flight and farm cooperative training are also available.

Veterans may follow programs which consist of full-time institutional training alternating with phases of training in a business establishment. They may embark on special programs to qualify for financial assistance from the Small Business Administration. And, for those veterans who cannot devote time to institutional training, educational programs may be pursued through correspondence.

I believe that from any standpoint of measurement, veteran utilization of the G.I. bill education has been impressive. To support this, Mr. Chairman, I wish at this time to present a series of five charts which will give you a picture of such utilization.

Mr. HELSTOSKI. Are those the charts that are appended to your testimony?

Mr. TURNER. Yes.

Chart I shows that after 83 months, June 1966 through April 1973, 46.1 percent of the Vietnam era veterans and servicemen have trained under the current GI bill. This is only 2.2 percentage points lower than World War II and 3.2 percentage points higher than the Korean conflict participation rates during a comparable period of time.

When comparing school training, college and other schools, Vietnam era veterans and servicemen have used educational benefits to a greater degree than either the World War II or Korean conflict veterans.

To date, 41.8 percent of Vietnam era veterans and servicemen have enrolled in some type of school compared to 35.1 percent for World War II and 37.1 percent for Korean conflict veterans.

As the current GI bill ages, an acceleration of the increase in the percentage of Vietnam era veterans using the GI bill is noted. This more rapid growth is particularly noticeable for veterans separated in the later years.

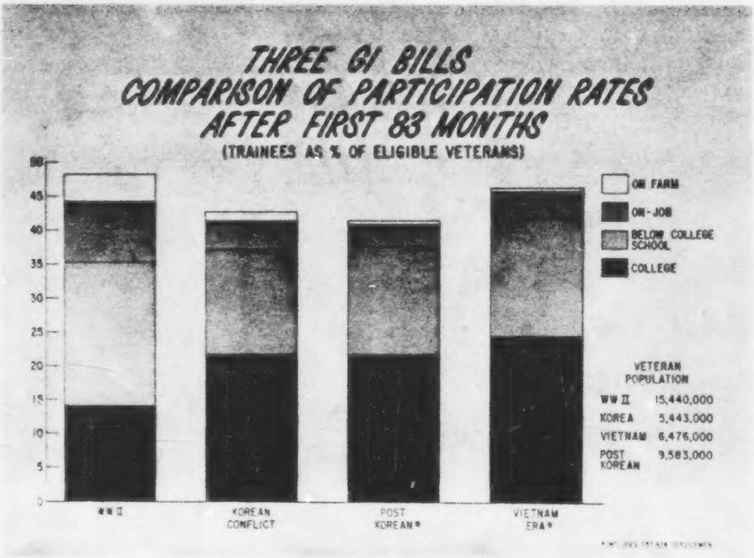
Participation rate of Vietnam era veterans on a cumulative basis, has risen from 23.8 percent in May 1969 to 46.1 percent in April 1973. There is evidence that men are entering training more quickly after discharge.

The first year entry rate has risen from approximately 18.3 percent in 1967 to 21.1 percent in 1968, and to 31 percent in 1971. This represents an increase in 1971 of 69.4 percent over the percent entering training in the first 12 months of 1967 and an increase of 46.9 percent over the percent entering training in the first 12 months of 1968. One reason fiscal year 1967 was low is that flight, farm and on-job training were not authorized until October 1, 1967.

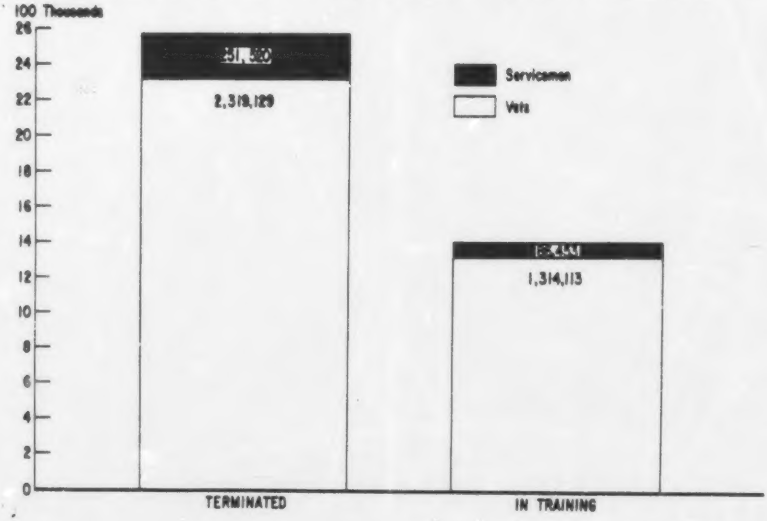
Chart II shows the number of veterans and servicemen in training as well as those who have terminated training. Of the 2,570,649 chapter 34 participants in the program from June 1, 1966, to April 30, 1973, who have terminated their training, 2,319,129 were veterans, while 251,520 were servicemen.

A total of 116,639 of these veterans and servicemen have exhausted their entitlement.

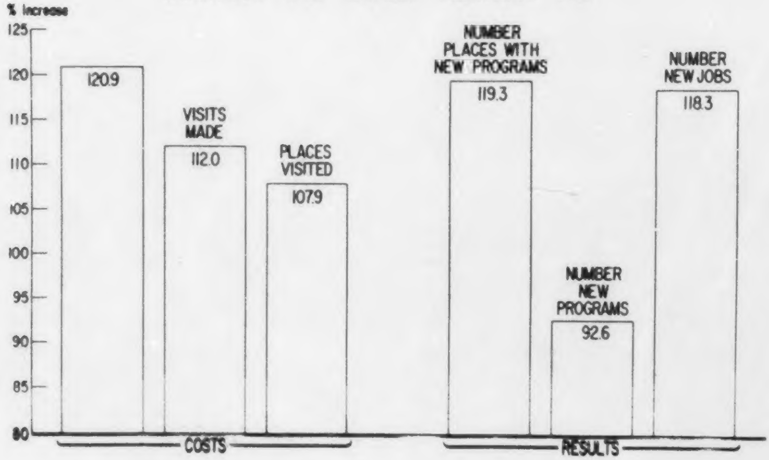
Mr. HELSTOSKI. Without objection the charts will be placed in the record at this point.



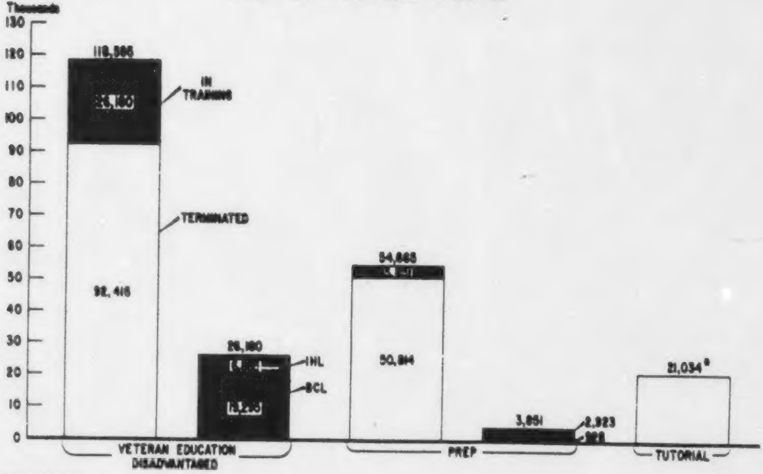
TOTAL CHAPTER 34 (VETERANS, SERVICEMEN)



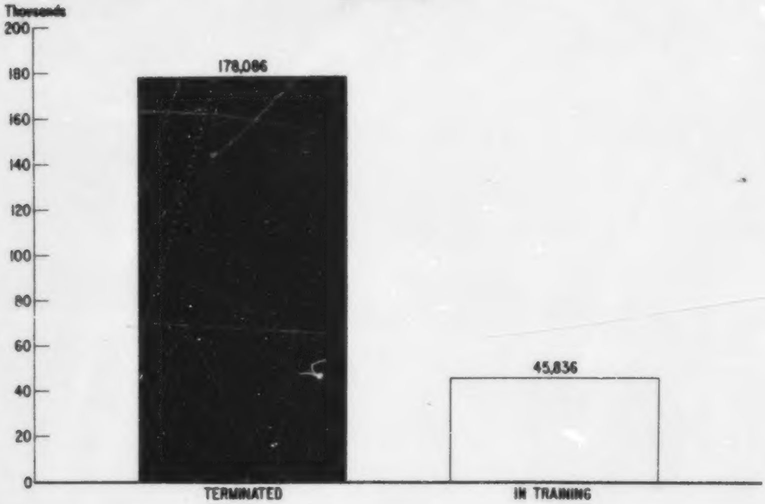
OJT-OUTREACH PERCENT OF INCREASE OF CUMULATIVE FIGURES FOR PROGRAM AS OF MARCH '73 OVER MARCH '72



PROGRAMS FOR THOSE NEEDING SPECIAL HELP AS OF APRIL 1973



* THRU MARCH 31, 1973



TOTAL CHAPTER 35 TRAINEES AS OF APRIL 1973

(SINCE 1956)

Mr. DANIELSON. Mr. Chairman, may I interrupt for a question, please?

Mr. HELSTOSKI. The gentleman is recognized.

Mr. DANIELSON. I would request that you tell me specifically how do you distinguish between a veteran and a serviceman?

Mr. TURNER. A veteran is an individual who has completed his military service and been discharged or released from active duty. A serviceman is still on active duty in the military.

Mr. DANIELSON. You would make no distinction as to whether or not they served in a theater of combat?

Mr. TURNER. No, sir.

Mr. DANIELSON. Just whether or not they are still in the service?

Mr. TURNER. Yes.

Mr. DANIELSON. Can a person in your statistics be included as a serviceman in one statistic and then after his discharge is he still called a serviceman, or is he then called a veteran?

Mr. TURNER. He is then called a veteran if he reenters training, otherwise his record continues to show that he trained as a serviceman.

Mr. DANIELSON. And his data is transferred from one category to the other without duplicating?

Mr. TURNER. Yes, sir.

Also, as of April 1973, we have a total of 1,400,566 veterans and servicemen in training. This includes 86,453 servicemen.

Our vocational rehabilitation program is very important. It provided rehabilitation training for 31, 635 service disabled veterans in fiscal year 1972, including 24,839 Vietnam era veterans.

As of April 1973, there were 19,555 veterans in training under this program. Three of 4 of these trainees were training in college, 1 of 5 was in school below the college level, and about 1 of 20 was enrolled in on-job training.

Of great importance to veterans is apprenticeship and on-job training. These programs not only train the veteran but customarily provide him with continued employment, upon completion, at a journeyman's wage.

In 1971 the Veterans' Administration entered into a major job-training outreach program, sending trained employees into the community, encouraging and assisting businesses in establishing on-job training programs suitable to be filled by veterans.

These VA personnel have made some 164,134 visits to 142,000 concerns, and have developed 128,792 openings suitable for training of veterans. Chart III shows the growth of this OJT outreach program and represents the percentage increases cumulative from the beginning of the program.

You will note from chart IV that as of April 30, 1973, 26,180 veterans were enrolled in free entitlement programs, including 6,885 pursuing remedial or deficiency courses at the college level. On the same date, 3,851 servicemen were enrolled in prep programs, including 928 at the college level, and 2,923 below the college level.

In addition, 21,034 persons have received tutorial assistance for the period from inception of the program on March 26, 1970, through March 1973.

Also of great importance is our educational program which provides assistance for dependents of certain veterans and servicemen.

Chart V shows that since September 1956, 223,922 persons trained under this program, and as of April 1973, there were 45,836 eligible persons still in training as of that date. It should be pointed out that it was not until December 1, 1968, that eligible wives and widows became entitled to this educational assistance and that until the enactment of Public Law 92–540 last fall, dependents were not eligible for such programs as on-job training, correspondence courses, and foreign training in institutions of higher learning.

The GI bill program is carefully designed to the aspirations and talents not only of the collegebound individual, but also of the man who wants technical training, who wants a job with built-in training opportunities, and for the man who wants to finish high school and learn a trade or continue his education.

The enrollment of veterans in on-job training rose by 11 percent in fiscal year 1972 from 145,604 to 161,683 and the enrollment in courses below the college level rose by 22.2 percent from 521,873 to 637,962.

Perhaps the most important factor bearing upon an individual veteran's decision as to his use of the GI bill is his motivation. No matter what changes may be made in the assistance offered, such as increased rates, recognition of types of programs not previously offered, and the like, there will always be a large number of veterans who will not enter training.

Motivation is personal to the individual. He can and is being assisted through the furnishing of as much information as possible to help him in his decisionmaking and he can also obtain vocational guidance to the extent he wishes to avail himself.

Many programs have been initiated to provide the veteran with as much assistance as possible in the education and job training areas. The Outreach program, which is conducted in every State, is designed to furnish all feasible assistance to the veteran at one location.

He receives not only information concerning the range of veterans benefits, employment rights, loan guarantees, and so forth, but also has the aid of counselors to help him plan his future.

Followups in person and by mail and telephone are made by the VA and, in addition, we have established a free telephone help program which is currently available in many States.

Mr. Chairman, at this point I would like to bring to your attention a new processing technique the VA has under development which is designed to expedite payment of educational or training benefits to the veteran.

As the veteran is discharged, the service department obtains certain datum on the veteran which is recorded on the discharge certificate, DD form 214. The Veterans' Administration, since January 1, 1973, has been capturing this information as a part of its locator file information data base.

On or about August 1, 1973, we will start issuing to veterans discharged after January 1, 1973, a packet of documents pertaining to the individual veteran's educational benefits eligibility under Veterans' Administration laws.

It will include a preprinted application form which has drawn on the information obtained from the veterans DD form 214 to advise him of his basic entitlement and instructions as to how to apply for these benefits.

He may then have the documents completed by the school he intends to enter and by himself. This package is then returned to the Veterans' Administration. Thus, the veteran is promptly notified in an individualized manner as to his correct benefits and need not delay getting the certificate of enrollment from the school while applying to us for an eligibility determination.

The procedures for payment of benefits as well as application for them have already been somewhat expedited by a new procedure which became operational recently. Formerly, it was necessary that the veteran apply for an eligibility determination, have the Veterans' Administration issue a certificate of eligibility, take it to the school for a certificate of enrollment, return it to the Veterans' Administration, and await an award for benefits.

Now when any veteran submits sufficient information to establish his eligibility, whether on the preprinted forms just discussed or the existing applications, and the application is accompanied by a completed certificate of enrollment, he will be given an immediate award of benefits all in one step.

No certificate of eligibility is issued. He is advised instead of the issuance of the award and pertinent data as to his remaining entitlement.

Another procedure designed to give the veteran service is the optical character recognition—OCR—supplemental award procedure. Currently, supplemental education award procedures require the submission to the computer system of a number of data elements which have no direct bearing on the supplemental award action.

The award must be prepared for and submitted by Flexowriter action. Under this new procedure, which should be operative by August 1, 1973, supplemental awards will require only completion of basic identifying data and those items which directly affect the changed award.

Many of these OCR awards will be prepared without need to pull and review the claims folder. The awards will be machine processed by OCR equipment; thus, eliminating the need for Flexowriter action. The new data on the OCR award will be combined with the data already stored in the computer system to generate the proper award amount.

Returning to my report on the progress of the VA program, Public Law 92–540, signed by the President on October 24, 1972, substantially increased the educational assistance rates and made various other improvements in the educational programs.

Implementing procedures for all of these improvements have been put into effect, except for the advance payment provisions which will become effective August 1, 1973, as prescribed by that law.

I anticipate a high percentage of requests for the advance payment. Regional meetings with school officials have been held to inform them of these changes.

The veteran-student services program—work-study—authorized by Public Law 92–540, also has been instituted. A survey has been conducted of our regional office and Center Directors to determine the needs of their respective areas for fiscal year 1974.

Work under this program is being performed at the educational institutions as well as at the Veterans' Administration field stations. It is felt that many schools will want to use these veterans during the fall enrollment.

Other program changes, flowing from the enactment of this new law, which have been put into effect, include the change in the correspondence enrollment procedures, prepayment of the educational assistance allowance, and the increase by 100 percent in the allowance for administrative expenses to State approving agencies.

In compliance with section 413 of Public Law 92–540, the independent study comparing the educational assistance programs for veterans of the post-Korean conflict with similar programs of World War II and the Korean conflict is presently being conducted by the Educational Testing Service, Princeton, N.J., under contract with the Veterans' Administration.

The study will make comparisons in the following areas: (1) The scope and quality of the educational assistance programs; (2) the degree of veterans' participation in the programs; (3) the adequacy of the program benefits to veterans, educational and training institutions, work force, and American society; (4) the available information and Outreach efforts to meet the various educational and training needs of veterans; (5) the nature and degree of abuses in the programs and the effectiveness of the safeguards established; and (6) the execution and administration of the educational and training programs.

The study is being conducted in consultation with the VA Administrator's Education and Rehabilitation Advisory Committee. A subcommittee of the Advisory Committee has been actively involved in the study design, selection of the contractor, and reports on the progress of the study.

The VA is providing optimal cooperation to the researchers. An internal staff committee has been responsive to requests from ETS for data collection and information.

The study is scheduled for completion on August 21, 1973, and the Administrator will present any recommendations derived from the study to the Congress and the President by September 17, 1973.

Mr. Chairman, I would now like to comment on the various legislative proposals pending before your committee on which you have requested our views. These measures fall within the following categories:

Extension of the current delimiting date; the counting of certain active duty for training for educational benefit purposes; a tuition-payment program; restoration of unused educational entitlement to veterans of World War II and the Korean conflict; additional educational benefits for graduate-professional study; and refresher-retraining benefits for certain veterans.

An analysis of each pending measure, together with cost estimates, has been prepared and is set forth in the appendix to my statement. I would request that this analysis be included in the hearing record.

Mr. HELSTOSKI. Without objection it is so ordered.

[The document referred to follows:]

ANALYSIS OF PENDING BILLS TO AMEND THE GI BILL EDUCATION PROGRAM

There are some 70 bills presently pending before your Committee which have as their purpose amendment of the G.I. Bill education program. This analysis, however, is confined to those bills which would: (1) extend the present delimiting date by which veterans must complete their program of education; (2) permit certain active duty for training to be counted as active duty for educational benefit entitlement purposes; (3) provide a tuition payment system; (4) restore unused educational entitlement to veterans of World War II and the Korean conflict; (5) provide retraining or refresher training for certain unemployed or underemployed veterans; and (6) provide additional educational assistance for graduate or professional study.

DELIMITING DATE MEASURES

Turning first to those bills which would extend the delimiting date, these measures run the gamut from a two-year extension to removing the time limitation entirely.

H.R. 477, H.R. 6217, H.R. 7909, and H.R. 8374 would set a ten-year delimiting period in lieu of the current eight-year period set by the original law. H.R. 2368 would set a twelve-year period, but would, in addition, permit an additional extension of up to four years where the Administrator determines that such extension would be fair and equitable based upon the inability of the veteran to begin or complete his program because of conditions beyond his control, and permit the additional four years extensions in the case of any veteran whose eligibility under the current eight-year limitation had terminated prior to the enactment of the bill. It is estimated that enactment of H.R. 477, H.R. 6217, H.R. 7909, or H.R. 8374 would not result in any additional cost in fiscal year 1974, since current entitlement to benefits would not expire until June 1, 1974, but would result in $367.6 million in additional cost over the following four fiscal years. Enactment of H.R. 2368 would not result in any additional cost the first year, but would result in $596.6 million in additional cost over the following four fiscal years.

H.R. 2681 would provide a simple extension to fourteen years, whereas H.R. 2170, in setting a twenty-year delimiting period, would have this apply only to those veterans who were discharged or released after October 1, 1965. Enactment of H.R. 2681, like the other measures, would not result in any additional cost in fiscal year 1974, but would result in $744.8 million in additional cost over the following four fiscal years.

H.R. 2254, H.R. 6154, H.R. 7968, H.R. 8330, H.R. 8333, and H.R. 8627, are identical bills which would simply provide that the educational assistance benefits available to veterans entitled under current law would remain available until used. H.R. 6488, like H.R. 2254 and identical bills, would also provide unlimited time in which to complete educational programs, but would, in addition, restore entitlement to unused educational benefits to veterans of World War II and the

Korean conflict as well as to those entitled under current law who did not utilize their benefits within the eight-year period. Entitlement would be determined to be as nearly as possible equivalent to the entitlement each such veteran previously had remaining. These measures, it is estimated, would not result in any additional cost in fiscal year 1974, but would result in $744.8 million in additional cost over the following four fiscal years.

The underlying purpose of all of the G.I. Bill educational assistance programs has been to aid veterans to adjust from military to civilian life by affording them financial assistance to obtain an educational status they might normally have aspired to and obtained had they not served their country in time of national emergency. It has never been contemplated that this assistance was to be a continuing benefit. The World War II program set a nine-year limitation period, the Korean conflict program set an eight-year period and the current law, patterned as it was after the Korean conflict program, also set an eight-year limit. It seems evident that the Congress considered a time limitation to be desirable. It is our view that the eight-year limit as set by current law is an adequate period within which to meet the readjustment concept of the G.I. Bill program.

ACTIVE DUTY FOR TRAINING

Three bills (H.R. 859, H.R. 3048, and H.R. 4366) have been proposed with the purpose of permitting certain active duty for training to be counted as active duty in computing entitlement to educational benefits. Each of these measures, however, varies to some degree from the others.

H.R. 859 would count any period of not more than six consecutive months of full-time duty performed after January 31, 1955, for the purpose of obtaining initial military training with the Reserves or Guard, as active service. It would also, however, limit the benefits to those veterans who serve in a combat zone pursuant to a call or order issued after August 4, 1964, as a Reserve or a member of the National Guard or Air National Guard of any State, and are eligible veterans as a result of such duty. Enactment of H.R. 859, it is estimated, would result in additional cost of approximately $350,000 in each of the first two fiscal years, and costs in future fiscal years would be negligible.

H.R. 3048, like H.R. 859, limits the period of calls after August 4, 1964, and allows up to six months, but it does not require combat zone service. This bill further limits the award to those who, upon release, are not entitled to thirty-six months of assistance. Enactment of H.R. 3048, it is estimated, would result in additional cost of approximately $1.1 million in each of the first two fiscal years, and additional costs of $220,000 per year in each subsequent fiscal year.

H.R. 4366, on the other hand, provides that the initial period of active duty for training shall be deemed to be active duty if at any time subsequent to the completion of such period of active duty for training the veteran serves on active duty for a consecutive period of one or more years. Entitlment to this benefit would have to be utilized within twenty-four months of the date of enactment of the legislation. Enactment of H.R. 4366, it is estimated, would result in additional cost of approximately $540,000 in each of the first two fiscal years, and additional costs of about $100,000 a year in each subsequent fiscal year.

Current law limits educational benefits to those veterans who have served on active duty for a period of more than 180 days, and specifically excludes any period during which an individual served under the active duty for training periods. A similar exclusion was also contanied in the Korean conflict bill. The rationale for such an exclusion was that a person who had no prior service, by enlisting in a standard six-year period of Reserve obligation, would only receive up to six months of basic training in an active duty for training status, following which he was generally expected to merely attend a designated number of drills annually, usually in the evenings or on weekends, and serve a two-week tour of active duty for training each year for a limited number of years.

The granting of educational benefits premised on this type of service would appear to be a departure from the readjustment concept of all three of the G.I. Bill programs. This concept was premised upon assistance in readjustment of the veteran from military to civilian life. It seems plausible to conclude that in enacting the G.I. Bills, the Congress obviously meant to exclude from this concept those persons who serve for comparatively short periods of time on active duty for training and, in addition, that it determined that these short periods were not comparable to the needs of those who were required to serve on active duty for periods which are generally not less than 18 months, and usually longer.

Fulfillment of the military service requirement under a Reserve program permits a more orderly planning of an educational program than would be possible if those educational plans were to be interrupted for a period of two years or more. Further, to hinge the benefit on service in a combat zone, as proposed in H.R. 859, would controvert current policy which provides nondiscriminatory treatment for all veterans serving during the same period. The period of service, rather than the areas where the veteran served should, we believe, be the governing factor.

TUITION PAYMENT PLANS

The measures proposing tuition assistance for veterans take a variety of forms and differ considerably in the amount of tuition aid to be granted.

H.R. 8167 would provide tuition assistance directly to the veteran and would apply to any eligible veteran enrolled in a full-time or part-time course of education or training, including cooperative programs. The payment would cover costs for tuition, laboratory, library, health, infirmary and similar fees, books, supplies, equipment, and other expenses exclusive of board, lodging, living expenses and travel. The payment would not exceed the customary amount paid by other students at the same institution. I would be limited to $500 for an ordinary school year, although a veteran could have a higher amount paid provided his entitlement was charged at an accelerated rate premised upon the amount paid over $500 bears to $500. Apprentice and on-job training would be excluded. Benefits would also be provided in the case of programs coming within the purview of section 1691(b) of title 38, United States Code. There would be no retroactive payments. Enactment of H.R. 8167, it is estimated, would result in additional cost of $457.2 million the first fiscal year and $1.9 billion over a five-year period.

H.R. 7560, H.R. 8335, H.R. 8489, H.R. 8984, H.R. 8945, and H.R. 9085 are virtually identical with H.R. 8167 except that the payment would be set at $1,000 for an ordinary school year. Enactment of any one of these six bills, it is estimated, would result in additional cost of $645.9 million the first fiscal year and $2.7 billion over a five-year period.

H.R. 5995 would permit payments for the customary cost of tuition, laboratory, library, health, infirmary, and other similar fees, books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, up to $2,000 for the ordinary school year. Unlike the other tuition payment bills cited above, however, the payments would be made to the educational or training institutions. Apprentice and on-job training would be excluded and acceleration would not be permitted. Enactment of H.R. 5995, it is estimated, would result in additional cost of $829 million the first fiscal year and $3.5 billion over a five-year period.

H.R. 4811 also would provide for direct payments to the educational institution for tuition and the other forms of benefits as provided in the other measures cited above, limited to $1,000. All of these tuition payment bills provide that such benefits would be in addition to the educational assistance allowance to which these veterans would otherwise be entitled. H.R. 4811 would however, bar tuition benefits to veterans pursuing correspondence and flight training programs and to other training on a less than half-time basis or training while on active duty. The base on which benefits are presently granted in the case of these specified programs is $220 per month (the standard rate for a full-time single veteran pursuing institutional training). The bill would raise the base for these programs for $220 to $331. Technical changes would also be made in the advance payment provisions of the law. Enactment of H.R. 4811, it is estimated, would result in additional cost of $681.3 million the first fiscal year and $2.9 billion over a five-year period.

H.R. 6953 also provides for tuition and related payments, with the payment going directly to the veteran. The total payment for an ordinary school year under this measure would be set at $3,000 and acceleration would be permitted. Tuition and enrollment benefits for on-job and apprentice training would be barred. Unlike any of the other measures discussed above, this bill would also provide for an increase in the educational assistance allowance payable to most eligible veterans. The monthly full-time rates would be set at $214 for a single veteran, $280 for a veteran with one dependent, $347 for a veteran with two dependents, $414 for a veterans with three dependents, plus $61 per month for each dependent in excess of three. Three-quarter-time and half-time benefits would also be increased. In the case of those veterans receiving compensation for productive labor, including apprentice and on-job training, a ceiling would be set on the amount of combined wages and subsistence allowance they may receive. In the case of a single veteran, the ceiling would be $600 per month; $720 per month for a veteran with one dependent; and $850 per month for a veteran with two or more dependents.

Differing from the other measures, H.R. 6953 would limit the benefits to Vietnam veterans. A Vietnam veteran would be defined to be a person who served on active duty for 180 days or more in the Indochina theater of operations, any part of which occurred during the Vietnam era, and was discharged or released under conditions other than dishonorable, or an individual who served on active duty for any period of time in the Indochina theater of operations during the Vietnam era if his tour of duty in such theater was terminated as a result of injury or disease in line of duty while serving in such theater, or an individual who was discharged or released for a service-connected disability incurred as the result of service in that theater of operations. Enactment of H.R. 6953, it is estimated, would result in additional net cost of $210.9 million the first fiscal year and $1.1 billion over a five-year period.

H.R. 5119 is a fairly broad bill which would permit the Administrator to increase the educational assistance allowance payable to veterans by a sum of money, payable at such times and in such manner as the Administrator shall prescribe, to cover reasonable tuition costs, adjusted to the type of program the veteran is pursuing, and including the cost of books. The benefit would be payable to the veteran. Enactment of H.R. 5119, it is estimated, would result in additional cost of $884.7 million the first fiscal year and $4.0 billion over a five-year period.

H.R. 862 would set the tuition-expense payment at $4,000 for an ordinary school year, would require pro rata refund of such assistance where the veteran fails to complete the school year and, unlike the other measures, would include board, lodging, other living expenses and travel within the allowances. Subsistence allowances for institutional, cooperative, and on-farm training would be set on a scale slightly lower than those currently being paid, as would those payable to servicemen on active dunty, those training on a less than half-time basis, and those pursuing correspondence courses. The measure would also provide a number of technical changes in the educational program. Enactment of H.R. 862, it is estimated, would result in a minimum aditional cost of $961.5 million the first fiscal year and a minimum of $4.3 billion over a five-year period.

Under the terms of the World War II program, tuition, fees, books and other necessary expenses up to a maximum of $500 per ordinary school year were paid directly to the educational institution by the Veterans Administration. This required contracting with such institutions for this service, a method found to be unsatisfactory and an area subject to much abuse. In enacting the Korean G.I. Bill, the Congress, based upon a comprehensive study of the World War II program conducted by the House Select Committee to Investigate the Educational and Training Program Under G.I. Bill, a study which showed many inadequacies in the earlier law, provided instead for an educational benefit program designed to meet, in part, the expenses of the veteran's subsistence, tuition, fees, supplies, books, and equipment. The benefits payable under the newer program were made direct to the veteran. It was believed that this system of benefits, which was, in turn, carried through into the current program, would give the veteran a greater incentive by requiring him to have a stake in his own program of education. It also had the effect of eliminating a great number of the abuses which were found to have occurred under the first program.

Concerning these bills, we feel that (1) to add a tuition payment to the substantial benefit increases which have been provided in the 90th, 91st and 92nd Congresses would be unrealistic; (2) to provide these benefits only to those serving in the Vietnam theater of operations would be contrary to the established Congressional policy which provides non-discriminatory treatment for all veterans serving during the same period; (3) to make direct payments to the educational institutions would again open the door to many of the abuses which occurred during the World War II program and which were eliminated in the following two programs by direct payment to the veteran; and (4) to set a ceiling on the amount of combined wages and subsistence allowance an eligible veteran may receive could have an adverse effect on the subsistence many veterans receive including, in some cases, a reduction in many cases where the veteran's earnings plus subsistence would exceed the proposed ceilings.

It should be pointed out that the philosophy and purpose of the educational program is to provide the veteran with partial assistance toward the educational or training level he would have achieved but for service. The acceleration provisions contained in some of these tuition payment bills would not further this objective. Veterans attending some institutions might find that the tuition and other expenses are well in excess of the $500 or $1,000 limitation provided by most of these bills. In order to attend such schools, veterans could, under the acceleration provision, request that their period of eligibility be proportionately charged with the amount over the $500 or $1,000 limitation. By doing so, veterans with 36 months of eligibility would not be eligible for assistance for all of their education if they were to use this accelerated payment provision. This device would tend to defeat the very purpose of the educational assistance program especially in the case of the economically disadvantaged who would have exhausted their entitlement before completing their education and thereafter would not be in a position to afford further education.

Another problem encountered in some of these bills is that there is no provision for reimbursement to the Veterans Administration of any amount paid for tuition, etc., where the veteran withdraws from school. If the withdrawal occurs before the refund period has expired, the veteran would be entitled to receive the refund of the paid tuition thereby opening the door for abuse of the program.

RESTORATION OF ENTITLEMENT

H.R. 3671, H.R. 3843, and H.R. 6866, as well as H.R. 6488 referred to in the earlier discussion on delimiting periods, all propose to restore entitlement to unused educational benefits to veterans of World War II and the Korean conflict (and Vietnam veterans under H.R. 6488 as well).

As stated earlier in this analysis, the primary purpose of the G.I. Bills has been to provide financial assistance as a readjustment aid to veterans in making the transition from military to civilian life. For educational benefit purposes, the final date for the utilization of such benefits by most World War II veterans was set at July 25, 1956—nearly 17 years ago—while the final date for Korean conflict veterans was set at January 31, 1965—over 8 years ago. Veterans of World War II were given a period of nine years in which to utilize their benefits while veterans of the Korean conflict were allowed eight years. We believe that these periods were ample for those veterans to pursue education of training to assist them in making the readjustment from military to civilian life under the concept of the several G.I. Bills. It is not possible to make any estimate of additional cost if any one of these measures were to be enacted. It should be noted, however, that approximately 500 million months of entitlement of World War II and Korean conflict veterans were allowed to expire unused. Multiplied by the average value of a month of chapter 34 training, the dollar value of this unused entitlement would approximate $105 billion. If only five percent of the eligible veterans were to use an average of 12 months of chapter 34 benefits, the cost of direct benefits would approximate $2.1 billion.

GRADUATE STUDY

H.R. 1632 would authorize up to eighteen months of additional educational assistance for pursuit of graduate or professional study. To qualify for this additional benefit, the veteran (1) must have received educational assistance for a maximum of 36 months (or 48 months if he were eligible under two or more VA programs); (2) must have satisfactorily completed at least one year of graduate or professional study; and (3) must utilize this additional benefit for full-time pursuit. The maximum delimiting date in such cases would be set at ten years rather than the eight years presently allowed by law. Enactment of H.R. 1632, it is estimated, would result in additional cost of $60.8 million the first fiscal year and $408.5 million over a five-year period.

In each of the three G.I. Bill programs, the statutory limitation on the maximum number of months of entitlement has been applied uniformly to all eligible persons without regard to the kind of courses the veterans were pursuing. This measure would represent a departure from this long standing policy by providing additional entitlement for a select group of veterans who already have received the maximum amount of assistance to which they are currently entitled. Further, providing assistance to such a select group in attaining graduate-level or professional degrees would discriminate against (1) those other veterans who have received maximum entitlement and wish to pursue

further training on other than a full-time basis, (2) those who are in graduate school, but were not eligible for 36 months of entitlement, and (3) those who have utilized their 36 months of entitlement, but have not completed the requisite one year of such study.

REFRESHER TRAINING

H.R. 3386 would permit certain veterans up to nine months of educational assistance for the purpose of pursuing retraining or refresher courses. To qualify, the veteran must have been discharged from active military service, must have attained the age of fifty years, must have been eligible for educational assistance under one of the G.I. Bills, and must need refresher courses due to technological changes in his vocation or profession, or must be unemployed or underemployed, and need the courses to retrain him for a different vocation or profession. If he pursued such programs half-time or more, he would receive monthly assistance benefits, or if he pursued such training on a less than half-time basis he would be paid on the cost of course basis. Enactment of H.R. 3386, it is estimated, would result in additional cost of $153.4 million the first fiscal year and $1.3 billion over a five-year period.

The benefit provided under this measure would be unrelated to any of the purposes of the G.I. Bills. The need for such training is not related to military service, but is brought about by technological advances occurring many years after most potentially eligible veterans have completed their military service. It would, therefore, constitute a precedent for the use of veterans benefits to deal with social problems and changes affecting the population at large rather than those arising from the rehabilitation and readjustment needs of veterans. This could also lead large numbers of individuals who have already retired to apply for these benefits on a basis other than those contemplated.

Mr. TURNER. The various proposals to extend the current delimiting date run the gamut from a 2-year extension to complete removal of any time limitation within which veterans serving after January 31, 1955, must commence and complete their programs of education.

As you are aware, under the provisions of the current GI bill, a veteran has 8 years from June 1, 1966, or from the date of his discharge, whichever is later, in which to complete his program of education.

Thus, any veteran who served after January 31, 1955, and was discharged on or before June 1, 1966, has until May 31, 1974, in which to complete his program. Those excepted from this date are veterans pursuing flight, on-farm and on-job training programs.

These programs were not included in the original 1966 enactment, but were added by Public Law 90–77, which provided an 8-year delimiting period commencing with August 31, 1967. Thus, for those veterans discharged on or before August 31, 1967, and who are pursuing one of those programs, the 8-year time period will expire as of August 30, 1975.

The underlying purpose of all three of the GI bill educational assistance programs has been to aid veterans adjust from military to civilian life by affording them financial assistance to obtain an educational status they might normally have aspired to and obtained had they not served their country in time of national emergency.

It has never been contemplated that this assistance was to be a continuing benefit. We believe that the 8-year time limitation provided in current law is an adequate period within which to meet the readjustment concept of the GI bill program and the VA, therefore, opposes any extension of this time limitation.

I would like, however, to call your attention to a situation which I believe warrants your most favorable consideration. As you are fully aware, earlier this year prisoners of war who had been held in Vietnam were released.

Included among this group were 24 repatriated civilian prisoners of whom 17 are veterans who had military service which could otherwise qualify them for VA educational benefits. While we are not in favor of any extension of the delimiting date generally, we urge that consideration be given to the enactment of private legislation which would extend the entitlement of these 17 individuals who have, through circumstances beyond their control, been unable to utilize their potential entitlement.

Representatives of the VA would be pleased to provide the names of these veterans and work with members of the committee staff in drafting such legislation should you agree that these individuals warrant this special legislation.

Three of the bills would permit certain active duty for training to be counted as active duty in computing entitlement to educational benefits. The current GI bill, as well as the Korean conflict program, specifically excluded counting of any period of active duty for training for entitlement purposes.

The rationale for such an exclusion has been that a person who had no prior service, by enlisting in a standard 6-year period of reserve obligation, would only receive up to 6 months of basic training in an active duty for training status.

Thereafter, he would primarily attend only a designated number of drills a year—usually in the evenings or on weekends—and serve an annual 2-week tour of active duty for a limited number of years.

As I mentioned earlier, the GI bill program is based upon a readjustment from military to civilian life concept and to grant benefits based upon these comparatively short periods of time on active duty for training would not come within the readjustment concept. We, therefore, oppose enactment of these measures.

There are a number of measures pending before your committee, having as their basic purpose the providing of a tuition, school-expense program, payable either to the school or to the veteran.

These various bills would authorize tuition payments ranging from $500 for an ordinary school year up to $4,000 which would be in addition to the subsistence allowance currently allowed by law.

Certain of these bills contain various limitations on the payments while others would limit the benefit, as for example, to only certain Vietnam veterans. The details of each bill are set forth in the analysis to which I alluded earlier in my presentation, which is attached as an appendix to my statement.

Under the World War II GI bill, tuition, fees, books, and other necessary expenses up to $500 were paid directly to the educational institution by the Veterans' Administration. Experience showed that this method was most unsatisfactory and a ready field for abuse.

The Select House Committee which studied the World War II program reported on these abuses and as a result the Congress, in enacting the Korean conflict GI bill, as well as the current law, provided for an educational assistance allowance paid directly to the veteran.

This allowance is designed to meet, in part, the expense of the veteran's subsistence, tuition, fees, supplies, books, and equipment, thus giving the veteran the desirable objective of having a financial interest in his own training.

We firmly believe that to return to a tuition repayment system, even though the payment would be made to the veteran instead of the school, would again open the door to the many abuses which occurred in the earlier program and we oppose the enactment of any of these measures.

As I mentioned earlier in my testimony, the results of the independent comparative study of the three GI bill programs will be available in mid-September. It is anticipated that these results will provide a great deal of information on the educational assistance benefits presently granted student-veterans.

I would, therefore, urge that any consideration which you may wish to give to any of these tuition payment measures be deferred until the results of the independent study can be received and evaluated.

Four bills which are currently before you have as their purpose the restoration of educational entitlement to veterans of World War II and the Korean conflict not utilized by them under the prior two GI bill programs.

Again, the primary purpose of both of these earlier programs was the readjustment assistance from military to civilian life. World War II was officially terminated on July 25, 1947—nearly 26 years ago—and the Korean conflict officially ended on January 31, 1955—over 18 years ago.

Most veterans who served in World War II had until July 25, 1956, or 9 years after the official termination date, to complete their education, while Korean veterans had 8 years from discharge, or until January 31, 1965, whichever was earlier, in which to complete their training.

We believe these veterans have had ample time to pursue education or training to assist them in readjusting from military to civilian life and we are, therefore, opposed to enactment of any of the bills which would reopen educational benefits to these veterans.

Another measure which you have before you for consideration is H.R. 1632, a bill which would allow certain veterans up to 18 months of additional education entitlement to pursue graduate or professional level study on a full-time basis.

In order to qualify for this added benefit, the veteran must have received the maximum of 36 months of entitlement—or 48 months if entitled under more than one program—he must have satisfactorily completed at least 1 year of graduate or professional study; and he must use the additional entitlement for full-time study.

An overall 10-year delimiting date would also be provided for these veterans in which to complete the additional 18 months of study.

In all of the GI bill programs, the statutory limitation on the maximum months of entitlement has been applied uniformly to all eligible persons without regard to the kind of course they were pursuing.

By departing from this concept, the bill would provide a special category of entitlement for a select group of veterans who already have received maximum months of assistance. In so doing, it would discriminate against many other veterans who have received maximum entitlement and wish to pursue further training on other than a full-time institutional graduate level basis. We, therefore, oppose this bill.

This brings me, Mr. Chairman, to the last category of proposed legislation on which I wish to make specific comment and that is a proposal which would grant additional GI bill entitlement to veterans who are 50 years of age or over for the purpose of pursuing refresher or retraining courses, where they are not currently entitled to educational benefits.

Such a proposal is not related to any of the statutory purposes of providing assistance under the GI bill. The need for retraining which would be provided is not related to military service, but is brought about by technological advances occurring many years after most potentially eligible veterans completed service.

We are of the view that enactment of such a proposal would constitute a precedent for use of veteran benefits to deal with social problems and changes affecting the population at large rather than those arising from the readjustment needs of veterans. We are, therefore, opposed to the enactment of this proposal in this form.

As an alternative, however, we would favor permitting refresher training for eligible Vietnam era veterans entitled to receive education or training under current law. Under such authority, veterans who were already qualified in an occupation or profession at the time of entrance into active duty, could, upon release from such duty, receive educational assistance for refresher training in their occupation or profession for up to 6 months.

This would allow them to be instructed in the technological changes which occurred while they were in service. Current law bars granting of such assistance since no educational benefits may be granted where the veteran is already qualified in the area in which he seeks training.

This proposal would modify the law to permit this limited amount of refresher training to bring these individuals up to date with the technological advances which have occurred.

Mr. Chairman, this concludes my presentation. My associates and I will be pleased to respond to any questions that you may have.

Mr. HELSTOSKI. Mr. Danielson, do you have any questions?

Mr. DANIELSON. I have a question. In recent weeks I have received in my office a series of letters relating to flight training. I would like to know a little bit about the merits of it. I will tell you my understanding first and you can supplement it.

It is my understanding that veterans receiving flight training may not receive that training from an instructor or school that does not have at least 15 percent nonveterans receiving training. The ratio must be a minimum of 85 percent veterans to 15 percent nonveterans. You can have a greater number of veterans, but not lesser. That is the way I understand it at least.

I should like to know what is your rationale on that.

Mr. NOONER. It cannot be over 85 percent veterans.

Mr. DANIELSON. You must have a minimum of 15 percent nonveterans?

Mr. NOONER. Right. I think this was established and made a portion of the law in response to some of the schools that started some inferior type of training that was specifically established on a short-term basis, perhaps where they could get in a number of veterans into an inferior type training.

Therefore, the Congress determined that a school should have not over 85 percent veterans.

Mr. DANIELSON. Has any survey ever been made as to the subsequent activity of veterans who receive flight training? By that I mean, how many of them stay in the aviation industry as their vocation or avocation?

Mr. NOONER. To my knowledge there has been no survey, at least done by our service. Occupational outlook and the Department of Labor indicates that this is a coming and very lucrative field for those that are trained in vocational flight training.

Mr. DANIELSON. Trained in vocational flight training?

Mr. NOONER. As a vocation. They may not take it as a recreational type activity. It must be his profession or vocation.

Mr. DANIELSON. We do not know how many of our veterans who have received flight training subsequently take it up as a vocation, is that correct?

Mr. TURNER. We have no data on that, no, sir.

Mr. DANIELSON. Along the same line, do you know whether in order to qualify to give flight training must these instructors or schools be fully qualified to grant a license in vocational flight?

Mr. TURNER. Yes, sir. They must meet FAA standards.

Mr. DANIELSON. FAA stands for what?

Mr. TURNER. As qualified instructors to provide instruction for licensing a pilot. I am not certain of this, but I believe the FAA standards include the type of instruction that is given.

Mr. DANIELSON. For vocational flying, some type of a commercial license?

Mr. TURNER. It must be training which is acceptable to FAA standards leading to a commercial pilot's license or more advanced license.

Mr. DANIELSON. My reason for asking that is, I know, for example, if you wanted to be a schoolteacher you would have to get your training from a school which would qualify you to teach. If you wanted to be a barber or a beautician I suppose you would have to go to a school which is qualified to grant that kind of license.

Thank you. That is all I have.

Mr. HELSTOSKI. Mr. Zwach.

Mr. ZWACH. Thank you, Mr. Chairman.

When we had early reports several years ago of the percentage of Vietnam veterans attending school to take advantage of the GI bill, I think many of us were a bit discouraged. Evidently there has been a real improvement in this area, if I understand your presentation correctly.

Mr. TURNER. Yes, sir, in the recent years.

Mr. ZWACH. Would you comment very briefly again and just capsule that part of it?

Mr. TURNER. Statistically, there has been in the last 3 or 4 years a definite increase percentagewise in the number of Vietnam veterans that are availing themselves of their eligibility to go to school.

Mr. ZWACH. Are early dischargees now coming in also, or is this increase related more to later discharged Vietnam veterans?

Mr. TURNER. I believe we feel quite a bit of this is attributable to veterans whose eligibility limitations are about to run out.

Mr. ZWACH. And they are coming in?

Mr. **Turner**. Yes, sir; there is also an increase in the number of recent dischargees who have entered the program. This is bigger than it was in the earlier years.

Mr. **Zwach**. This is much more encouraging than it has been.

Let's talk for a moment about the 8-year eligibility. Are you getting much pressure on the Department for people that wish to take advantage of further education after the 8 years? Have you felt any input by veterans in this area?

Mr. **Nooner**. Naturally, in any type of program, I am sure, as it is about to expire people become a little more cognizant that they are having some training benefits that may no longer be available.

We do receive correspondence in our service from those that are recognizing the fact that the delimiting date is nearing. Many of these perhaps by just contacting the VA and the information they get then are informed that they do have ample time to complete their training if they were going full-time rather than part-time training.

Mr. **Zwach**. Has the administration given any consideration to the fact that we are going into an era of continuing education, refresher courses, and adult education? We are sort of going into an age where the speed of the world is so rapid that you need these continuing courses. Is there any feeling that veterans should have some rights to adult or continuing types of refresher education that maybe 8 years, to some extent, might be antiquated? Has there been any consideration in that area?

Mr. **Turner**. As I indicated in my statement, we did advocate this refresher type.

Mr. **Zwach**. I noticed. You would feel that beyond 8 years there might be some virtue in a refresher type allowance?

Mr. **Turner**. In the instance we cited, if a person, by virtue of military service, was in a profession or occupation where the technology would advance rapidly in this modern world and he was deprived of that knowledge as a result of military service, we think he should be trained after he comes out for 6 months to update himself on that technology.

Mr. **Zwach**. But that doesn't go beyond the 8 years.

Mr. **Turner**. No, sir.

Mr. **Zwach**. You hold on that?

Mr. **Turner**. We hold.

Mr. **Zwach**. On page 14 you make mention of abuses stemming from the old system of payments of separate tuition, fees, books, and so forth. Could you give just a little review of the type of abuses that were found under that system? Are you prepared now to give subcommittee some examples of this type of abuse, because I see bills introduced to go back to that system?

Mr. **Turner**. Could Mr. Kerby address himself to that?

Mr. **Zwach**. Yes.

Mr. **Kerby**. Congressman, the history of the 1940's early 1950's provide a sad picture with respect to that. Back in the late 1940's and early 1950's the history of the World War II program is rather replete with stories of innumerable investigations that were required to be made and these reflected all manner of abuses such as:

The establishment of so-called fly-by-night type of training courses; utilization of dummy corporations; and the sale of textbooks or tools by corporations owned by members of the same family with shifting of stock back and forth to create the image of separate corporations which were in fact, parent and child, so to speak.

We were engaged in innumerable suits with respect to both civil and criminal laws in an effort to guard against these practices and to seek the recovery of huge amounts of money which were established by rather expensive and lengthy audits of initiations cost data. All of this culminated in leading this very committee to an intensive investigation, which I think was about 1952.

Reports of that select committee's finding reflect the details of this sort of thing.

Mr. **Zwach.** These abuses were not limited to the veterans. They were limited to institutions.

Mr. **Kerby.** If I may, I would say they were unlimited in this sense; not only were there abuses on the part of school operators of a variety of kinds and types, but tragically in some instances, they did involve veterans. Sometimes, naively and gullibly, they were led into enrollment in many of these schools or training courses. Some of them were not very worthwhile courses and, as a result, the school operators profited handsomely. At the same time, some of these men were encouraged to loaf and do nothing more than accept the benefits.

They were misled, perhaps, in this type of situation.

Mr. **Zwach.** So, this history really makes the Veterans' Administration feel quite strongly that the present system is the better?

Mr. **Kerby.** Yes, very definitely.

Mr. **Zwach.** Has there been much pressure to just revise the payment amount? Is there much pressure that these are inadequate as inflation goes along? What reaction do you get in this area?

Mr. **Turner.** The amount of allowances?

Mr. **Zwach.** Yes, the amount of allowances under the present law.

Mr. **Turner.** Yes, there are complaints that this is not enough, it doesn't cover all the expenses, and so forth. But, of course, according to the law it was not intended to cover all the expenses. It was intended to cover the cost of the education in part.

Mr. **Zwach.** Thank you very much. That is all, Mr. Chairman.

Mr. **Helstoski.** Mr. Turner, the study you made reference to is the comparison of veterans educational assistance programs. It was supposed to be ready on June 30, wasn't it?

Mr. **Turner.** Originally, April 24.

Mr. **Helstoski.** And it will be submitted to Congress on the 17th of September?

Mr. **Turner.** Yes, sir.

The Administrator directed a letter to Chairman Dorn about this, Mr. Helstoski. There were several problems involved in getting this thing started. We have this education and rehabilitation advisory committee to the Administrator, which is quite a large committee with people on it located all over the country.

There was some time involved in getting that committee together to get started on the study. By the time we went out initially for bids to organizations which had the competence to do the study it was pretty evident from what we got back that they could not do an adequate competent study in the short timeframe.

At that time the Administrator went to the committees concerned and said he would like to have an extension in order to go back out with contractual invitations to bid and get an adequate study, one which would cover the intent of the statute and this is what we have done.

This has caused a delay. The April 24 deadline could not be met. He discussed this with the chairman concerned and explained the delay.

Mr. Helstoski. The August 31 date.

Mr. Turner. As far as completion of the study.

Mr. Helstoski. You indicated an opposition to an extension of the termination dates of the educational program for World War II and Korean veterans. What is the basic objection to an extension of the delimiting dates?

Mr. Turner. If I understand your question, we feel that the current delimitation dates for all the three educational bills have been roughly the same and provide adequate time to the veteran if he wants to avail himself of the educational benefit to do so.

We would oppose any extension of those delimiting dates.

Mr. Helstoski. The basic theory you operate under is the fact that the purpose of it is for the readjustment period?

Mr. Turner. Yes, and he has 8 years.

Mr. Helstoski. Do you have any concept or thought of how many people would be affected if that termination date were lifted?

Mr. Turner. Yes, sir. I believe we have figures on the people who did not avail themselves, which would be a potential of approximately 7 to 8 million World War II veterans who never trained.

Mr. Helstoski. You do make an assessment of the fact, in basing your objection to it, that approximately 50 percent of those World War II veterans did not use the program? In other words, at least 7 million nonusers would still be potential users.

Mr. Turner. Yes, sir, plus others who trained but did not use all their entitlement. Our contention is, the eligible ones had sufficient time after they left military service to make the readjustment.

Mr. Helstoski. How would this apply to the Korean veteran.

Mr. Turner. In terms of figures?

Mr. Helstoski. Yes, how many potential users do you have remaining in the Korean veteran program?

Mr. Branan. About 42 percent used it, and about 3 million did not.

Mr. Helstoski. Then approximately 11 million veterans didn't use the educational program at all. That would represent 100 percent usage of every veteran entitled to the program used it?

Mr. Turner. Yes, potentially.

Mr. Helstoski. Those figures don't reflect deaths of veterans that have occurred in that intervening period, so that could probably be scaled downward. I am trying to get a more realistic figure in terms of potential remaining usage of the program on the part of World War II and Korean veterans.

Mr. Turner. Mr. Helstoski, could we supply that for the record?

Mr. Helstoski. We would appreciate that. The record will remain open for that information.

[The requested information follows:]

NUMBER OF VETERANS WHO WOULD BECOME ELIGIBLE FOR EDUCATIONAL BENEFITS IF UNUSED WORLD WAR II AND KOREAN CONFLICT GI BILL ENTITLEMENT WERE TO BE RESTORED

WORLD WAR II

Of the 15.4 million World War II veterans, 7.8 million enrolled in some type of educational program. Only 1.1 million veterans used all their training entitlement, therefore, 14.3 million World War II veterans had some unused entitlement. If we allow for those who have died, we estimate that about 13 million living World War II veterans might have unused entitlement and would be eligible to enter or reenter training if unused entitlement were to be restored.

KOREAN CONFLICT

Of the 5.7 million Korean conflict veterans, 2.4 million enrolled in some type of educational program. About 300,000 of these used all of their entitlement. Many of those who served in the Korean conflict were recalled World War II veterans and therefore are counted in the World War II group, above. When we allow for these, and for those who have died, we estimate that approximately 4.2 million veterans who served only in the Korean conflict would be eligible to enter or reenter training if unused entitlement were to be restored.

Mr. HELSTOSKI. In regard to the additional educational benefits for graduate and professional study beyond the basic program of 36 months entitlement, the 36 months could really be more than a 4-year program.

Mr. TURNER. Yes.

Mr. HELSTOSKI. Do you have any idea about what percentage of veterans go beyond the 4-year program, beyond their 36 months entitlement, or have a desire to go beyond that 36 months entitlement?

Mr. BRANAN. We know how many are taking graduate training; about 10 or 12 percent of those who enter college.

Mr. HELSTOSKI. And how many have gone beyond their 36-month entitlement in the graduate program. Some of the percentage would use part of the 36-month entitlement, would they not?

Mr. BRANAN. If they started as freshmen they would use that 36 months to reach graduate level, but many of them have some training already.

Mr. HELSTOSKI. I am sure you probably don't have these figures available, but could you give us an approximate assessment of cost in terms of continuation of the program and supply that for the record?

Mr. HELSTOSKI. Yes, post-graduate.

Mr. HELSTOSKI. Post-graduate.

[The requested information follows:]

GRADUATE LEVEL TRAINING

One of the bills under consideration (HR 1632) provides up to 18 months of additional entitlement for graduate or professional study, available to veterans who have received educational assistance for 36 months and who have satisfactorily completed at least one year of graduate or professional study, if such additional assistance is used to pursue such study on a full time basis. This proposal indicates that a veteran who begins his college study at the freshman level must pay his own way in the first year of graduate or professional study since his 36 months of entitlement will have been exhausted in obtaining his baccalaureate degree.

If the proposal were to be changed to provide additional entitlement for the first year of graduate study as well, then we might expect an annual increase in the magnitude of $70 million to the cost already estimated for HR 1632.

Mr. HELSTOSKI. How would you relate—and this is basically opinion—the total educational program the Vietnam veterans are recipients of, and compare this with the total program of benefits for World War II and Korean benefits in terms of today?

What I am driving at is we are in a severe period of inflation. Although we provided a basic increase last year, do you consider that increase adequate in terms of today's standards of the economy and in meeting the cost of programs in educational institutions?

Mr. **Turner.** Of course, this is one of the things the study we discussed is intended to cover, Mr. Chairman. We feel that Public Law 92–540 and the allowances which were increased thereby are relatively adequate and compare favorably with the education program and allowances for the Korean era.

As I said before, you can get an argument on this. We have had complaints from various sectors that it is not adequate, that you can't go to certain schools because of the expense involved, but we feel, with that qualification, it is relatively favorable, particularly with respect to earlier GI bills.

Mr. **Helstoski.** Perhaps at this point in the record we could insert the charts of the comparative costs of Vietnam, World War II, and Korean war veterans.

[The documents referred to follow:]

[Veterans' Administration furnished the following material following the hearing:]

In addition to the educational assistance or subsistence allowance a veteran receives, he has the opportunity to receive more funds by participation in the Veterans Administration's work-study (Veteran-student Services program.) The Vietnam Era Veterans' Readjustment Assistance Act of 1972, Public Law 92–540, authorized the establishment of this program. It permits veterans who are training full-time under the vocational rehabilitation or educational programs administered by the Veterans Administration to perform services for the veterans Administration and receive pay. If the veteran agrees to perform 100 hours of service he shall receive $250 advance payment (or a proportionately smaller sum if he elects to work less than 100 hours).

The services performed may be for work in the Veterans Administration's outreach program; the preparation and processing of papers at educational institutions or at Veterans Administration regional offices, hospitals, domiciliaries or medical care facilities; or any other activity of the Veterans Administration deemed appropriate. Veterans with service connected disabilities evaluated by the Veterans Administration to be 30 percent or more disabling will be given preference. The number of veterans whose service may be utilized under the program will be determined by the Veterans Administration, however, the law provides that no more than 800 man years of service may be used for the program.

Two other programs which offer additional assistance also are available. These are the tutorial assistance program and the programs for the educationally disadvantaged.

Public Law 91–219, effective March 26, 1970, established a special supplementary assistance program (tutorial). A veteran, serviceman, eligible child, wife or widow, pursuing a post-secondary educational program on a half-time or more basis at an institution of higher learning or a vocational school which requires a high school or equivalency diploma, may receive this assistance. In addition to the payment of educational assistance allowance at the monthly rates, the cost of such tutorial assistance in an amount not to exceed $50 per month, for a maximum of nine months, or until a maximum of $450 is utilized, will be authorized.

To participate in the program a veteran, serviceman, eligible child, wife or widow must have his school certify that individual tutorial assistance is essential to correct a deficiency in a required subject which is prerequsite or indispensable to the satisfactory pursuit of an approved program of education, that the tutor is qualified, and that the tutor's charges do not exceed the customary charges for tutorial assistance.

Veterans and eligible wives and widows who do not have a high school diploma, or who need refresher, remedial or deficiency courses to qualify for enrollment in an appropriate program may receive benefits for pursuit of such courses without a charge against their entitlement. Based upon this type of need, many veterans will receive benefits for more than 36 months.

Attached is a chart showing the comparison of GI Bill educational benefits between World War II and the Vietnam Era.

COMPARISON OF GI BILL EDUCATIONAL BENEFITS—WORLD WAR II (1948-49 SCHOOL YEAR) VERSUS KOREAN CONFLICT (1957-58 SCHOOL YEAR) VERSUS VIETNAM ERA (1972-73 SCHOOL YEAR)

[Based on single veteran rate—IHL—9-month school year]

	Average tuition	Average books and supplies	VA allowance (9 months—IHL)	VA allowance less tuition, books, and supplies		Percent attending public/private
				Amount	Difference from WW-II	
World War II[1] (1948-49 school year):						
Public (current dollars)	$140	$50	$675			
Public (constant dollars)[2]	243	87	1,173	$1,173		50
Private (current dollars)	396	50	675			
Private (constant dollars)	688	87	1,173	1,173		50
Korean conflict (1957-58 school year) compared to World War II):						
Public (current dollars)	182	60	990			
Public (constant dollars)[2]	271	89	1,472	1,112	−$61	62
Private (current dollars)	684	60	990			
Private (constant dollars)	1,017	89	1,472	366	−807	38
Vietnam era (1972-73 school year) compared to World War II):						
Public (current dollars)	388	125	1,980	1,467	+294	81
Private (current dollars)	1,902	125	1,980	−47	−1,220	19

[1] Ceiling limitation of $500 on tuition, books, and supplies; ceiling limitation on earnings plus subsistence, single veteran—$210 per month; veteran with 1 dependent—$270 per month; and veteran with 2 or more dependents—$250 per month.

[2] 1972 constant dollars based on: Consumer Price Index 1967—100.0, 1948 average—72.1, 1972 average—125.3, ratio—1.7379; Consumer Price Index 1967—100.0, 1957 average—84.3, 1972 average—125.3, ratio—1.4864.

Source: 1948-49: Tuition—exhibit 10, HEW, S-9 hearings; books and supplies—VA estimate. 1957-58: Tuition, Office of Education, HEW. 1972-73: Tuition, table 45, projections of educational statistics to 1981-82, Office of Education, 1972 edition.

Mr. HELSTOSKI. Mr. Zwach has an additional question.

Mr. ZWACH. Thank you, Mr. Chairman.

I have been very, very interested in the on-the-farm veterans' program in trying to update it as we did. What has happened? Have we had an increase in the number of programs and the number of classes in on-the-farm training? Are you prepared to speak to that?

Mr. NOONER. Yes; if you would desire the numbers I would request we be given the opportunity to submit them at another time. But, in respect to the program, there were some changes made in Public Law 92-540 which improved the program, but the on-job farm training program today, as it is known under the current law, is much different than that which was provided under the World War II bill. There is no comparison.

It is much more of an institutional type training program today than it was at that time.

[Veterans' Administration furnished the following information for the record:]

There are presently 533 farm cooperative training classes under the jurisdiction of 19 of the Veterans Administration field stations.

Mr. ZWACH. Have we had an increase in the number of classes? I know in my congressional district, since enactment, there have been some increases.

Mr. **Nooner**. Are you referring, Mr. Congressman, to the number of institutions that are providing the on-job farm training?

Mr. **Zwach**. Yes; which indicates roughly the number of students that would be taking advantage of it, the number of students, or the number of classes. Either one is a pretty good indicator.

Mr. **Branan**. In fiscal 1973 there were 13,494 institutional farm trainees, and that compares to 8,884 in fiscal 1972.

Mr. **Zwach**. It is almost doubled.

Mr. **Branan**. It was a 52-percent increase.

Mr. **Zwach**. I would just report, because I think it is good for you to know [illegible] back in the forties, as superintendent of schools, I initiated a [illegible]e-farm training program. Those gentlemen today, if you have [illegible]eal top instructor—and that is the key to this—those gentlemen today are still outstanding farmers, leaders in the field, and are helping to meet the food supply that we need.

This is a real wonderful program to bring in efficiency, and so on, with regard to the production of food. This is a very key program and I am glad to see that we have had considerable increase in the enrollment.

That is all, Mr. Chairman.

Mr. **Helstoski**. I don't know if you heard the testimony earlier this morning, but do you have any occasion to find discrimination against veterans in denying loan programs, or anything of that nature that have come to your attention? Is it fairly extensive?

Mr. **Turner**. No, sir.

Mr. **Helstoski**. Have you heard of such discrimination?

Mr. **Turner**. No, sir.

Mr. **Helstoski**. Mr. Huber.

Mr. **Huber**. I have one question. I was reading the papers that the Vietnam veteran was the casualty of society. Would you like to comment on this attack that is being made?

Mr. **Turner**. I have a personal opinion.

Mr. **Huber**. I want you to keep it clean.

Mr. **Turner**. What I am saying is this is my personal opinion. We have heard many different statements along this line, that the Vietnam veteran fought in a different kind of war, an unwanted war, and came back to a society which has largely overlooked his needs and neglected him.

There have been no parades, no bands. He is not prone to accept modern institutions and therefore doesn't like redtape. He is impatient and so forth, and so on. But, I know there are individual cases where Vietnam veterans are dissatisfied with the kind of service that they get from our agency and, I suppose, others.

But, I have seen many cases of the other kind, particularly in our hospitals where Vietnam veterans are very high on the treatment they get from the VA. They may not like some of the paperwork requirements that you find in any Government agency such as ours.

But, in terms of the kind of health treatment they get, the personal concern and interest of the physicians, you find many Vietnam veterans that are very high in praise of the VA, as well as others that are not. We are trying to provide a system of delivery of benefits, both the benefits of education, housing, and so forth, and a health delivery system without discrimination or without regard to what kind of individual we are dealing with, whether he is a Vietnam veteran, a World War II veteran, a World War I veteran, or whatever.

If the man is eligible we try to give him the same kind of service. In the case of the Vietnam veteran we have gone a step further in a number of instances in order to try to accommodate to the types of things that we have been talking about that say he is a different kind of fellow than dealt with before.

Mr. HUBER. In other words, it seems to me that the thrust of these articles is that the Government really doesn't care and we don't understand our responsibilities. Certainly, on this committee, in the short time that I have been on it, there has been a genuine concern for these responsibilities every place one turns.

I really resent the articles.

Mr. TURNER. I do too and I disagree. We are very much concerned in the Veterans' Administration.

Mr. HUBER. Are you doing anything to communicate that to the public?

Mr. TURNER. We try to do it through the image of our service. But, as I said, there are instances which are inevitable.

Mr. HUBER. You don't demand equal time. Mabe you should.

Mr. TURNER. Maybe we should.

Mr. HUBER. That is all I have.

Mr. HELSTOSKI. Thank you, Mr. Turner, for your testimony.

Our next witness is Mr. Robert Sniffen, director of veterans' affairs, Jersey City State College, Jersey City, N.J.

STATEMENT OF ROBERT SNIFFEN, DIRECTOR OF VETERANS' AFFAIRS, JERSEY CITY STATE COLLEGE, JERSEY CITY, N.J.

Mr. SNIFFEN. Mr. Chairman and members of the subcommittee, I thank you for the opportunity to be here today and to comment on the problems confronting our veterans regarding education and training.

My name is Robert Sniffen. I am a Vietnam era veteran who was helped by another Vietnam era veteran to obtain my high school equivalency diploma and to both register and stay in college. That assistance started my involvement in trying to make the transition to civilian life and education easier for other veterans.

As a past vice president of the National Association of Concerned Veterans and now in my present position as director of veterans' affairs for Jersey City State College, I am concerned with a number of problems that face many of our veterans in the areas of education and training, both nationally and especially in my home State of New Jersey.

My purpose in coming before you today is to raise with you the aspects of the legislation before this committee. I have prepared a statement which I would like to read to you at this time.

First of all, I wish to say that myself and many of our veterans organizations in New Jersey, such as the Puerto Rican Veterans Association of New Jersey, and many of the collegiate veterans' groups in New Jersey are in full support of amending our veterans education assistance system to provide direct payments to our institutions of higher education for the veterans cost of tuition, books, and other appropriate fees.

While reviewing the many bills before this committee, one's first instinct is to lend support to such bills as H.R. 5995, which would provide for direct payment up to $2,000 for a school year, or H.R. 6953, and H.R. 862, which would provide up to $3,000 and $4,000, respectively, for a school year.

While I personally salute the noble intent of Mr. Smith, Mr. Pepper, and Mr. Murphy in introducing these aforementioned bills, it would seem to me that these bills would face great problems in actually reaching enactment.

Therefore, I find myself more optimistic in supporting the concept of providing up to $1,000 a year for educational assistance for Vietnam-era veterans in addition to a sensible increase in the present $220 a month subsistence allowance.

There seems to be some seven similar bills before this committee which I would support in concept. Namely, they are H.R. 8495, H.R. 9085, H.R. 5119, H.R. 8335, H.R. 7560, H.R. 8489, and H.R. 4811.

These bills favor the concept of providing up to $1,000 a year to meet the ever-rising educational costs. It is my belief that special attention should be given to the accelerated payments provision of H.R. 9085, as introduced by Chairman Helstostki.

This provision would allow a veteran to attend both public or private institutions as is his choice. Many of today's veterans have been forced to relegate themselves to our public institutions even if their academic abilities would make them eligible for Princeton, Columbia, or Yale because of the prohibitive financial costs of these well-renowned institutions.

The importance of such a provision as the accelerated payment system cannot be overemphasized. Many of our country's leaders have been able to achieve so much to benefit our society by having the opportunity to attend the "Princeton" of their choice according to their capabilities.

This option was available under the more flexible World War II GI bill, and a return to this option would provide the Vietnam-era veteran a wider choice of opportunities. Thus, while a direct payment of at least $1,000 a year would prevent us from being priced out of public institutions, the accelerated payment system will provide "re-admittance" to the private institutions to which we have been priced out of since the start of our present GI bill.

Gentlemen, by providing an educational assistance program of direct tuition payments and accelerated payments, in combination with the concept of a subsistence allowance, you will provide a most equitable GI bill, equaled by none of the previous commitments.

It would not only be a parity bill, but a bill which would take into account our ever-rising costs of tuition and the cost of living.

To this tripod of tools that would equip our veterans with all of the needed opportunities for success, I wish to advocate a fourth opportunity. Though I do not see it listed among the bills for consideration before this committee today, there is an urgent need to consider a guaranteed student loan program for veterans.

I say there is a need for such a loan program because of the experiences I have had, both as a student veteran and as an administrator of veterans' programs in a college situation.

Many of our student veterans were not eligible for work-study programs in the past because educational entitlements were counted in full as income. Today, I believe that one-half of our VA entitlement is counted as income.

Under some programs, such as, equal opportunity fund and equal opportunity grant, the veteran may be ineligible by virtue of the fact that he lives with his parents and therefore his parents' income is counted in determining his eligibility.

In a recent study conducted by my office, which I will submit a full copy of as an attachment of my testimony, only 2.7 percent of the 185 veterans surveyed were working under the college work-study program. I think this is indicative of the availability of such programs nationally.

To amplify on this problem, let us look at the newly instituted basic opportunity grant program as it relates to veterans. The full entitlement under a BOG grant amounts to $1,400 a year.

If we subtract half of the single veteran's basic entitlement we are deducting approximately $990 from $1,400, leaving $410 a year which the veteran is eligible for, assuming he does not have any other source of income or does not live with his parents.

Presently, if a veteran meets all the criteria under the equal oporuntiy fund or equal opportunity grant programs, which appears to be now on the way out, he would be able to earn that much in a semester.

It is my belief that a raise in the educational entitlement coupled with the direct payment of tuition program will ease the veteran out of work-study entitlement.

While we must have the type of program as advocated under Mr. Helstoski's bill, H.R. 9085, we must also provide for the possibility of veterans losing their work-study eligibility by bringing a guaranteed student loan program into effect. While I do not advocate veterans being phased out of the work-study opportunities, we must be aware of it as a possible adverse effect in our zeal to bring about the long-needed adjustments in our educational assistance programs.

A prime solution that validates the need for a loan program can be found in our present economic crises of spiraling prices and costs of living expenses, including food and rental costs.

The New York-New Jersey metropolitan area is regarded to be about the highest cost of living center in our Nation.

Let us assume that we can provide a veteran with the proposed direct payment of tuition costs of $1,000 a year and approximately $250 a month subsistence allowance if that portion of the entitlement were raised.

If he can get into a work-study program or get a part-time job he should be in pretty good financial shape. However, if he is no longer eligible for work-study and we find that there are not enough, or even near enough part-time jobs to go around, we find the veteran once again in adverse financial straits.

It is not enough to provide the apparatus for a veteran to enroll in higher education and training which the programs you have before your committee will do. A guaranteed student loan program for veterans will allow the veteran to stay in school when there are no jobs or economic situations of the type and magnitude of those facing our Nation today.

The ideal situation to partly solve the adverse economic effects of runaway inflation, and the ever-rising costs of living would be to institute an automatic cost of living increase in the subsistence allowance as advocated by the National Association of Concerned Veterans. but if this ideal situation does not reach fruition, the very least that is needed is the concept of the veterans student loan program.

One further example that indicates the need for the enactment of the direct payment of tuition assistance; an increase in the basic subsistence allowances and a guaranteed student loan program can be documented by the experiences faced in New Jersey's Vietnam era veterans this past year.

When Congress enacted an increase in the basic subsistence allowances last year from $175 to $220 a month, many veterans throughout the Nation were excited over the increase. We, the veterans of New Jersey were less ecstatic, for we were receiving, on one hand, a 20-percent-plus increase in our educational allowance from the Federal Government and a 50-percent-plus increase a year in our basic tuition costs for all of our 4-year institutions.

I am sure the members of this committee are aware of similar situations in other States. While I cannot speak for the veterans of other States, it is my belief that the 258,000 New Jersey Vietnam era veterans support and advocate the direct tuition payment up to $1,000, the accelerated payment system and a guaranteed student loan program.

Several other pieces of proposed legislation before your committee today prove to be of specific interest to me as I have received numerous inquiries on them from veterans on a day-to-day basis.

First, I would like to comment on the proposed legislation to amend title 38 of the United States Code in reference to amending or removing the 8-year time limitation within which the programs of education and training for veterans must be completed.

It is not my purpose to criticize the Veterans' Administration in the area of their Outreach efforts. The VA has taken a number of steps in an effort to reach the veteran and inform him of his opportunities.

There is a need for new innovative and intensified efforts to reach the veteran for the purpose of informing him of his benefits, to inform him of recent changes in the GI bill, and to provide him with the opportunity of personal counseling.

I know that the Newark regional office under the leadership of Mr. John W. Hagan, Jr., is at least attempting to reach the veteran through various methods, including the use of mobile vans.

I would also note at this time that these types of programs have just come into existence in the last year or so, or maybe 2 years. There are other programs that I am aware of or have participated in that are designed to identify, counsel, and I think more importantly, to motivate the veteran to take advantage of his GI bill opportunities.

Over the past year there has been a proliferation of Outreach programs that have sprung up to assist the veteran. However, the task is not behind us but before us. The Veterans' Administration estimates that less than 15 percent of the 258,000 New Jersey Vietnam era veterans have taken advantage of their educational benefits. It is my belief that less than 30 percent of New Jersey's Vietnam era veterans have taken advantage of all VA programs.

There are many reasons for these low participation rates. It is my desire to list a few reasons of low participation rates as told to me by veterans themselves. Some told me that they were not aware of their benefits at all.

Others stated that they remembered vaguely being told something about their benefits at separation centers, but that their minds were closed to the information as all they wanted at that particular time was to take advantage of their discharges and get home.

A substantial number of veterans have indicated they didn't know that a general equivalency diploma was sufficient for admission to college. In fact, until the past few years, a GED was not acceptable in many institutions. A large number of veterans do not have a GED, and are under the impression that a longtime duration is involved in obtaining one.

These young men and other agencies may not be aware that Outreach programs similar to the one at Jersey City State College can assist a veteran in obtaining his GED in as little as 1 week's time through the concept of a walk-in testing center. Other veterans are totally aware of their benefits but feel they, as individuals, are not included in these programs.

The Office of Veterans Services, in conjunction with the Veterans' Association at Jersey City State College, has been responsible in enrolling over 150 veterans since last November 1972.

The unique factor of this program is not in the number of veterans enrolled, but in the fact that over 25 percent of these veterans did not have high school diplomas, and almost all are veterans who just were not motivated to involve themselves in further education until they were contacted by our office and were given personal peer-group counseling and updated information concerning their educational opportunities.

As of July 2, 1973, the New Jersey Department of Higher Education, with the assistance of the Veterans' Information Training Center of Newark State College, and with the cooperation of the Bureau of Veterans' Services, is operating a program to assist veterans in defining their needs for postsecondary education and training.

I personally laud these types of programs that are just now coming into existence. I have submitted information describing these efforts in New Jersey as attachments to my testimony.

Thus, we have just begun to reach and motivate the veteran through new innovative methods and programs. In addition, the low participation rates nationally indicate that the Outreach effort has just begun to bring results. For whatever reasons we can conjure up, we have not been able to do the job in the past.

For all of the preceding reasons I am in strong support of extending the entitlement period from 8 years to a state of indefinite eligibility.

H.R. 8330 and six other bills which appear to me to be identical in intent, advocate that educational assistance should be available until used. If we do not enact this vital piece of legislation granting indefinite eligibility, we are wasting our time enrolling veterans in education and training programs through our Outreach efforts.

At a time when our educational institutions are experiencing enrollment problems, and projections of future enrollments are on a downward trend, the concept of indefinite eligibility will not only be of assistance to our veterans, but to our educational institutions as well.

It is for these same reasons that I am in favor of restoring educational benefits to the World War II and Korean conflict veterans. Many of these men missed out on their benefits for one reason or another.

I understand from the VA testimony that about half the World War II veterans didn't take advantage of their benefits. I think 50 percent is too much. In my position, and by virtue of my college's outreach efforts, I have had occasion to hear from these veterans of past wars who are only now in the position to take advantage of their education and training benefits.

I don't have any documented figures on the number of veterans of past wars who are interested in education and training, but I would venture to say that at least a half dozen older veterans contact me in a week's time seeking educational benefits.

It is my opinion that all veterans of all wars are entitled to the same benefits. The contribution of the World War II and Korean war veterans are just as valid today as when they were made.

If this committee is considering extending or removing the time limitations for Vietnam era veterans, and I maintain we should, then it only follows that we should restore these same benefits to veterans of other wars.

Therefore, I am in strong support of the enactment of H.R. 6488 as introduced by Mr. Broyhill of Virginia. It seems to me that this bill would not solve the problems of many Vietnam era veterans who are in danger of losing their education and training benefits in 1974, but will insure true parity among veterans of all wars.

Since, in many cases, the ideal situation is not always the most feasible to bring to enactment, I would hope that the least this committee and the Congress will accept is the type of legislation as introduced by Chairman Helstoski under H.R. 2681, which would extend the entitlement for an additional 6 years.

I have taken note that bills have been submitted to extend the educational benefits an additional 2, 4, or 6 years. Whatever the outcome of these proposed pieces of legislation, or whatever compromises result, it is my hope that we are cognizant of the fact that there must be the greatest amount of time available as possible in order to reach counsel and motivate our veterans in the area of education and training opportunities.

There are a number of other recommendations and suggestions I wish to comment on as part of my statement for the record. Although they are not before the subcommittee today, they may come before the subcommittee at a later date.

In today's complex and highly technological society, the level of one's education becomes an important career consideration. It has been said that today's 4-year college degree is now just equivalent to yesterday's high school diploma.

While I do not believe that a baccalaureate degree has descended to such a level, it is my feeling that an increasing number of the available careers require education above the baccalaureate level.

This requirement for more than a 4-year degree is especially evident when one looks at the job opportunities for positions in our State and Federal Government systems.

A return to the 48 months of educational assistance that was available to the World War II veterans is not desirable because it would bring about parity or because "that's the way it used to be." An extension of entitlement from the present 36 months to 48 months is needed because our complex and increasingly technological society deems it so.

One other area of extreme importance is the need for a complete review of our vocational and training programs. To put it bluntly, there is a great deal of impropriety in our proprietary schools while there are many private vocational and training schools who do an excellent job in training veterans, as well as other interested citizens, there are many private schools who charge indiscriminate entrance rates, utilize fraudulent advertising, charge outrageous tuition rates, claim false placement rates, and even worse, do little or nothing to educate veterans, or to supply the veteran with a marketable skill.

In New Jersey, a number of veterans decided to check on a few of the proprietary schools. Our findings were less than encouraging. Picking a truck driving training school at random, we found that the school charged $200 entrance fees, gave no aptitude testing, gave no classroom instruction, and generally made an impression that their school was the veteran's only salvation.

After informing the school that we were more interested in investigating their school rather than attending it, and upon stating we hoped to bring the matter before the Congress, we were able to have the school reduce their entrance fees from $200 to $50, as well as to make other changes in their structure.

My question is why did this school need or have the right in the first place to charge the high rate of $200 for entrance rates?

The second school we looked into was a computer programing school. Their application fee was $150; they charged different rates for day and evening students, and utilized advertising in their presentation that promised employment with a well-known computer firm at a great salary level.

The only problem was that this promise of employment from the big computer company for graduates of this particular school was over 7 years old, and dated back to 1964.

In addition, we were told that we could apply credits earned at this private school to college programs. When asked for specific examples as to which colleges accepted their credits, the representatives of this school named two colleges that he knew of offhand which would accept such credits.

They were the University of Florida, which may indeed accept their credits as far as I know. However, the other school he named was William Paterson College. What he did not know was that, as a senior at William Paterson College. I was aware that there was no such curriculum available to apply computer programing credits to. It is my view that this man was either grossly misinformed or was willingly participating in misrepresentation of facts.

These two instances, and numerous complaints from veterans have brought me to the conclusion that a thorough coordinated study-review of our vocational training program by the Congress, the General Accounting Office, and especially our State approving agencies is needed to determine the effectiveness, the methods and the ethical behavior of these schools.

The results of such a study-review by the proper agencies will, I am sure, result in the introduction of sound legislation by the Congress in this area.

Mr. Chairman, this concludes my statement of testimony. I wish to thank you and the subcommittee for the opportunity to present my views on the vital work the committee is engaged in. I am prepared to answer any questions you might have at this time.

Mr. HELSTOSKI. Mrs. Heckler, do you have any questions of this witness?

Mrs. HECKLER. I just would like to say that I think a good education is available in many of our public institutions, yet I see implied in your statement an undermining of public institutions vis a vis private institutions. There are good public ones, too.

Mr. SNIFFEN. Yes; but I think if the veteran has an opportunity, because of economic ability he should not be priced out financially.

Mrs. HECKLER. I feel that a good student can do well and acquire a very good education almost anywhere. The test of this is the measure of the student. The education is available.

Nonetheless, to go on to another question. I am concerned over the number of veterans who are presently taking advantage of existing programs. Do you know what percentage of returning veterans are taking advantage of the benefits available to them today?

Mr. SNIFFEN. The answer I would give to that question would be opinionated. I believe that less than veterans of other wars. I read the VA statistics this morning. I can't quite agree because the statement says the number of veterans enrolled are on a participation rate. I would be more interested in completion rates rather than just participation rates.

Mr. HELSTOSKI. Mr. Huber, do you have any questions of this witness?

Mr. HUBER. Mr. Chairman, I was just looking at the charts illustrating the number of GI's participating and the increase in the number of Vietnam veterans over the Korean war and World War II.

Mr. SNIFFEN. I have seen that chart.

Mr. HUBER. As a veteran myself I think I owe something to my Government. The 3 years I served in World War II were part of my responsibility. I didn't feel that I could come and present a claim check at the end of my service.

The claim checks that I am concerned about as a Congressman are disabled American veterans who suffered, and prisoners of war, but there are some obligations of citizenship that you don't get paid for.

I was commander of my post and the veterans with whom I have associated feel the same way. They weren't sitting up nights trying to figure out what our Government owes us for putting in our time. I feel very strongly about this; I vote for benefits for veterans because I think they are entitled to them.

But, there is a two-way street in this veterans program and I gathered, from listening to your presentation, that not only does the Government have these responsibilities but that they are continuing and never-ending ones and that no matter how old you are you have a claim for benefits. I don't feel that way.

The veterans with whom I have been associated during the last 20 years don't feel that way. Maybe I am mixing with a peculiar group of veterans, but they are people who served longer than many of the people who have served in the Vietnam war, and yet they still feel that way today.

Mr. **SNIFFEN**. I would like to say at this time I don't see it as a commitment or a responsibility to this Government to assist its veterans any more or less than it assisted veterans in other wars.

I happen to believe that many veterans—and I see them every day in Jersey City and Newark—are not getting their benefits that they are entitled to. I do see an increased need for benefits for all veterans.

I don't like to call it a claim check and I wouldn't call it a claim check. If that is the impression you got from my testimony, I would hope that is not the impression I leave you with.

I think that we do owe a responsibility to our Government. I wouldn't say it is a two-way street and the Government owes us anything. It is just that many Vietnam veterans feel they have gotten less.

These are impressions I have been left with from veterans.

Mr. **HUBER**. I don't know how the members of the committee feel. I am a freshman. I have only been here 7 months, but in looking at my mail I don't recall during that time a single letter from any veteran saying, "I am not getting my fair share of what is available." Do you get those?

Mrs. **HECKLER**. I get them concerning the educational benefits. The comment most often expressed is that educational benefits available to the Vietnam veteran are not equal to the benefits available to the veterans of prior wars simply because the cost of education has spiraled yet the benefit levels haven't kept pace. At the same time, I question how many are really taking advantage of the program, or even want to have an education. I am disturbed that not enough are seeking to improve their lives. Their response is that the money doesn't go far enough to provide equal educational opportunity.

Mr. **HUBER**. Do you feel it is the Government's responsibility to see that everybody takes full advantage?

Mrs. **HECKLER**. I feel every veteran has served the country, whether you agree or disagree, in the recent war. I think we all would honor those who served the country and given their time. I think they are entitled to the benefits that go with service.

The veteran who has given his time deserves the same benefits that other veterans have received.

Mr. **HUBER**. That is not quite what I was wondering.

For instance, we have a food stamp program for which we have been fighting a long time. Do you think it is the Government's responsibility to see that everybody gets every food stamp to which they are entitled? Do you think it is the Government's responsibility to see that the veteran gets every benefit to which he is entitled, or should some of that responsibility be left to the people?

Mrs. **HECKLER**. He should lat least be informed of his benefits. It is his responsibility to take advantage of them, but I don't think veterans this committee has a real function in finding out whether or not the benefits are sufficient.

Mr. **HELSTOSKI**. Let me comment on the study authorized by the Veterans' Administration which is to be presented by September 17. The study will make comparisons of benefits received by World War II, Korean, and Vietnam veterans.

The Government certainly has a responsibility to advise the veterans upon their discharge of the benefits that are due.

Mr. HUBER. I agree with that.

Mr. HELSTOSKI. At any rate, these are some of the complaints. Have you finished?

Mr. HUBER. Yes.

Mr. HELSTOSKI. Mr. Sniffen, on the second page you say, in a general way:

> I find myself more optimistic in supporting the concept of providing up to $1,000 a year for educational assistance for Vietnam era veterans in addition to a sensible increase in the present $220 a month subsistence allowance.

How would you classify "sensible increase" in terms of dollar amounts? If this committee proposed legislation which became law providing additional educational benefits how would you classify "sensible increase"?

Mr. SNIFFEN. I think elsewhere in my statement—again, this is only my opinion—I believe that the veteran should have his tuition, books, supplies, and other fees paid for under this type of proposed legislation.

I think that even our high-cost area, such as New Jersey, he may be able to get by on something close to $250 a month. We have to consider rents. You have to consider food. We still have to eat when we go to school, and the big problem is many veterans don't like to live with their parents. They are 25 years old now. They rent their own apartment or two or three veterans in an apartment.

In New Jersey sometimes you can find $250 a month just going for rent. He has to live according to his means, but I just happen to believe the direct paid tuition would assist him greatly, and with $250 a month with a part-time job he can go through 4, 5, or 6 years of college.

Mr. HELSTOSKI. I have no further questions. Thank you very much, Mr. Sniffen, for your testimony this morning. Without objection, the material you have furnished will be placed in the record at this point.

STATE OF NEW JERSEY,
JERSEY CITY STATE COLLEGE,
Jersey City, N.J.

SURVEY OF VETERANS

During the 1972 Fall Semester, I received permission from Julian Robinson, Dean of Student Services to make a survey of Jersey City State College veterans. The general purpose of the survey was to obtain the following information: a profile of students that are veterans, educational goals, financial necessities, improvement of services, and suggestions for academic or personal services to present and future veterans.

The survey was mailed December 1, 1972 to 375 Jersey City State College students who appear on the roster as veterans. The group was asked to answer questions pertaining to the following categories:

(1) Vital statistics
(2) Educational background and needs
(3) College activities
(4) Financial requirements
(5) Future plans

Various areas were provided in the questionnaire for some written comments.

The attached results are calculated in percentages. All questions are computed on the basis of 188 responses for each question. All questions reflect the total number of surveys returned and questions answered. The percentages are carried out to one decimal place. To avoid the use of two decimal places, some percentages were rounded off to the nearest whole number or decimal place.

I am sure the results of this survey will be of service to the college and veteran students as they pursue a higher education degree.

Respectfully submitted,

ROBERT SNIFFEN,
Director, Veterans Affairs
(Office of Veterans Services).

JERSEY CITY STATE COLLEGE,
OFFICE OF VETERANS SERVICES,
Jersey City, N.J.

VETERANS SURVEY—FALL 1972 RESULTS

QUESTIONS BASED ON 188 RESPONSES

	Percent
1. Sex of veteran students:	
(a) Male	96.3
(b) Female	3.7
2. Age level of veteran students:	
(a) 18–24 years of age	48.9
(b) 25–29 years of age	34.5
(c) 30–35 years of age	9.2
(d) 36 up	3.0
(e) No response	4.1
3. Ethnic background:	
(a) Caucasian	83.8
(b) Spanish origin	0.0
(c) Black	12.3
(d) Other	1.1
(e) No response	2.8
4. Attending classes:	
(a) Day	42.5
(b) Evening	38.3
(c) Combination of days and evenings	19.1
5. Number of credits taken—fall 1972:	
(a) 6 credits	18.0
(b) 9 credits	16.4
(c) 12 credits	35.6
(d) 16 credits	18.6
(e) 18 credits	11.1
6. Number of credits taken—spring semester:	
(a) 6 credits	12.6
(b) 9 credits	15.2
(c) 12 credits	14.2
(d) 15 credits	27.3
(e) 18 credits	21.0
(f) 20 credits	4.2
(g) 24 credits	.5
(h) No response	4.7
7. Number of credits completed:	
(a) Less than 30 credits	28.7
(b) 30–60 credits	22.3
(c) 61–90 credits	38.3
(d) Greater than 90 credits	10.6
8. Military service:	
(a) World War II	0.5
(b) Vietnam combat	38.8
(c) Vietnam era	51.0
(d) Korea	3.1
(e) Peace time (1953–64)	5.3
(f) Dependent of vet	1.0
9. Marital status:	
(a) Single	59.5
(b) Married	37.2
(c) Previously married	2.1
(d) No response	1.0
10. Number of children:	
(a) None	77.9
(b) One	11.1
(c) Two	6.8
(d) Three	2.6
(e) Four	.5
(f) Six	.5
11. Decision made to attend college:	
(a) In high school	23.9
(b) In service	37.2
(c) After service	38.8

	Percent
12. Pre-college education:	
(a) High school diploma	87.7
(b) General equivalency diploma	12.3
13. Status prior to admission to Jersey City State College:	
(a) Service	32.9
(b) Community College	10.1
(c) Another college	10.6
(d) Employment	42.0
(e) No response	4.2
14. Evaluation of orientation to Jersey City State College:	
(a) Good	18.6
(b) Adequate	43.6
(c) Poor	34.0
(d) No response	3.7
15. Suggested supportive services:	
(a) English	12.7
(b) Math	17.4
(c) Reading	11.6
(d) Study skills	51.1
(e) Other (special education, biology, chemistry, etc.)	6.9
16. Need for tutoring:	
(a) Tutoring needed	20.9
(b) No tutoring needed	79.0
17. Adequacy of veterans compensation:	
(a) Present compensation adequate	31.4
(b) Present compensation inadequate	65.3
(c) No response	3.2
18. Employed while attending college:	
(a) Employed full-time	46.3
(b) Employed part-time	30.3
(c) No response	23.4
19. Number of hours worked weekly during school months:	
(a) Less than 10 hours	3.1
(b) 10–20 hours	12.7
(c) 21–30 hours	12.7
(d) 31–40 hours	26.6
(e) 41 hours plus	19.1
(f) No response	25.5
20. Receives financial support from parents:	
(a) Yes	11.7
(b) No	87.7
(c) No response	.6
21. Receives disability payments from the Veterans Administration:	
(a) Yes	2.1
(b) No	97.9
22. Spouse works:	
(a) Yes	20.7
(b) No	24.5
(c) No response	54.8
23. Presently employed in a work-study program on campus:	
(a) Yes	2.7
(b) No	96.3
(c) No response	1.0
24. Plans to attend summer session:	
(a) Yes	54.8
(b) No	40.4
(c) No response	4.8
25. Plans to complete degree:	
(a) Full-time at Jersey City State	64.3
(b) Part-time at Jersey City State	23.4
(c) Another college	6.4
(d) No response	5.9
26. Plans after graduation:	
(a) Graduate school	53.2
(b) Employment	37.8
(c) Travel	1.0
(d) No response	6.9
(e) Other—Law school, medical school, etc	3.1

SUMMARY

While any interpretations of this survey can be subjective, certain observations can be made. The following summary should serve to give a broad profile of the veterans in attendance at Jersey City State.

A majority of Jersey City State veterans are Vietnam-era Veterans under 29 years of age with 50% under 24 years of age.

These is a blatant need to recruit minority veterans as almost 84% are Caucasian. Only slightly over 12% are Black, while veterans of Spanish origin reported a zero percentage.

Veterans seem to have a clear preference to attend full-time (42.5%) while those attending part-time (38.3%) appear to do so out of necessity rather than choice. This observation is substantiated by the fact that 46.3% of Jersey City States' veterans work full-time and 30.3% work part-time. This necessity to attend college part-time is further substantiated by the fact that 26.6% of the veterans work 31–40 hours per week and 19.1 work over forty hours per week.

It is also significant that 37.2% of our veterans are married and over 20% of these veterans have children.

Almost 39% of the veterans enrolled decided to attend college after service. Some 42% of our veterans worked in the employment sector before deciding to come to college. Approximately 40% of our veterans are juniors and seniors. Our outreach efforts over the next two years must yield at least 250 veterans just to maintain the present level of veterans. This apparent fact indicates the need for a viable outreach program offering the availability of higher education as an alternative life style. There seems to be a time period evolutionary decision to attend college on the part of veterans.

Most of the veterans attending Jersey City State possess a high school diploma (87.7%) with only 12.3 possessing a G.E.D. diploma. The Office of Veterans Services in cooperation with the Adult Education Center hopes to raise the number of veterans possessing a G.E.D. by assisting non-degree holders to obtain their G.E.D. thereby creating a pool of veterans for admission to Jersey City State.

A whopping 34% of our veterans described their orientation as poor. The Office of Veterans Services established shortly before this survey was taken hopes to change this statistic profoundly.

Almost 21% of the veterans felt they would need tutoring and 51% requested a course in study skills.

Other pertinent responses centered on the following suggestions for improving services to veterans attending Jersey City State.

Improvement of communications between the school and the veteran.

Political involvement for raising veterans benefits.

Grant credit to veterans for physical education proficiency.

Counseling to aid the social, emotional and psychological transition to college life.

Offer low interest loans, scholarships, work-study programs and grants to veterans.

Courses that would be relevant to veterans.

Part-time veterans should be eligible for deferment.

Equalization of work-study requirements for veterans.

Many of the above suggestions are in the process of becoming reality while other areas need time, discussion and input from all segments of the college community. In conclusion, I wish to point out that 47% of Jersey City State's veterans are active in some 34 campus organizations, clubs and extra curricular activities. This statistic, in my view, makes it apparent that veterans are highly active in contributing to the campus community during their college careers.

The views of this survey are once more somewhat subjective, interpretative and at best one person's views. I would appreciate other comments from those reading these results.

Respectfully submitted,

ROBERT SNIFFEN,
Director, Veterans Affairs.

Mr. HELSTOSKI. Our last witness for his morning is the Assistant National Legislative Director of the Disabled American Veterans, Mr. William Gardiner.

STATEMENT OF WILLIAM GARDINER, ASSISTANT NATIONAL LEGISLATIVE DIRECTOR, DISABLED AMERICAN VETERANS

Mr. GARDINER. Mr. Chairman and members of the subcommittee, the Disabled American Veterans is most pleased to appear here today, and present our views on legislation now before you for consideration.

At the outset, Mr. Chairman, I would like to express our grateful appreciation to you and to the members of the committee for your active efforts to raise the educational and income levels of those men and women who served honorably and well in America's Armed Forces.

It is an undisputed fact that the lives of a great number of veterans, including many disabled veterans, have been made easier and happier today as a direct result of this committee's efforts.

We think the American people have been constant in their acceptance of congressional action to extend and improve the education and training programs administered by the Veterans Administration.

Because of rising educational and living costs, however, many eligible veterans cannot afford to participate in these training programs. Accordingly, it would appear that certain adjustments are necessary and desirable in order to carry out more fully the basic intent of these important benefits.

As you know, Mr. Chairman, the DAV membership is comprised of honorably discharged veterans who were wounded, injured, or otherwise disabled as a result of their wartime military service.

It is therefore suitable and proper that we concern ourselves with the following legislative proposals which directly affect the service-connected disabled, their dependents and survivors.

H.R. 2684 proposes to amend title 38 of the United States Code to make the children of certain veterans having a service-connected disability rated at not less than 50 percent eligible for benefits under the war orphans educational assistance program.

As you know, Mr. Chairman, the original purpose of the War Orphans Educational Assistance Act of 1956 was to provide educational assistance to the children of veterans who died of disease or injury incurred or aggravated in the line of duty.

These educational assistance benefits were subsequently extended by Public Law 88–361 to the children of veterans who have a service-connected total disability permanent in nature, thereby recognizing that a veteran so disabled would encounter special difficulties in providing college or other advanced education for his children.

It is the considered opinion of the Disabled American Veterans that the children of veterans who have a service-connected disability rated at 50 percent or more should also be made eligible for educational assistance.

The Veterans' Administration has conceded that a rating of 50 percent or more puts a veteran in the class of the "seriously disabled," and the pending bill refers specifically to severely disabled individuals rated at 50, 60, 70, 80 and 90 percent.

Gainful employment for this group of seriously disabled veterans is very often severely restricted, and in most cases they are unable to lay away the substantial sums of money that are required to obtain a college education for their children.

In supporting this legislation, Mr. Chairman, we do not seek the full educational assistance allowance that is presently granted for children of the totally disabled, but only the amount that would be paid on the same ratio as the veteran's service-connected disability bears to the 100-percent disability rating. We earnestly urge the committee's favorable approval of this meritorious proposal.

H.R. 2683 would amend section 1503(c) of chapter 31 of title 38, United States Code, to authorize additional training or education for certain disabled veterans who are no longer eligible for such training in order to restore employability lost due to technological changes.

Due to the rapid advancement in science and technology, the changing shifts in occupational requirements, and the obsolescence of their acquired vocational skills, a growing number of severely disabled veterans are unable to compete in today's work force. Consequently, they find themselves to be no longer employable in the field in which they were previously rehabilitated.

Enactment of H.R. 2683 would help to alleviate this serious unemployment problem by authorizing additional vocational rehabilitation to restore employability which has been lost due to circumstances beyond the control of these worthy individuals.

H.R. 2679 would amend section 1502(a) of chapter 31 of title 38, United States Code, to provide that Vietnam Era veterans shall have the same basic entitlement to vocational rehabilitation as that available to veterans of World War II and the Korean conflict.

As originally enacted, by Public Law 16 of the 78th Congress, the vocational rehabilitation program applied to those veterans of World War II who had service-connected disabilities of 10 percent or more.

The program was later specifically extended by Public Law 894 of the 81st Congress to Korean conflict veterans, and was continued through January 31, 1955, when, by proclamation of the President, all education and training provisions as well as vocational rehabilitation, were terminated insofar as veterans of the Korean conflict were concerned.

On October 15, 1962, the vocational rehabilitation program for the war service disabled was placed on a permanent basis and extended to peacetime veterans by enactment of Public Law 87–815.

The new law afforded eligibility to those with a compensable disability rated 30 percent or more on the same basis as had been provided previously for veterans of World War II and the Korean conflict.

Peacetime veterans with lesser rated disabilities could receive the benefit only if it was clearly shown that the disability caused a pronounced employment handicap.

As a result of this restriction, many Vietnam era veterans whose service-connected disabilities fall within the 10- and 20-percent categories are currently denied vocational rehabilitation under the existing provisions of chapter 31 of title 38, United States Code.

As it had long been the historical policy of our Government to provide greater benefits for war veterans, the 30-percent disability requirement for eligibility of peacetime veterans may have been justified at the time this provision became effective in 1962.

With enactment of Public Law 90–77 on August 31, 1967, however, the situation changed drastically, and certain wartime benefits were extended to veterans who served in the Armed Forces on or after August 5, 1964—the so-called Vietnam era.

Inasmuch as the Congress has given statutory recognition to the August 5, 1964, date for the purpose of wartime benefits, it is our belief that disabled veterans who served during the Vietnam era should be given the same opportunity for vocational rehabilitation as was previously provided for veterans of other wars. We therefore urge your favorable consideration of this very equitable proposal.

H.R. 3433 would amend title 38, United States Code, to extend the maximum educational benefits for chapter 35 trainees to 48 months and to allow additional educational benefits for certain wives and widows.

Under current law (38 U.S.C. 1711), each eligible person is entitled to educational assistance under the War Orphans and Widows Educational Assistance Act for a period not in excess of 36 months, or to the equivalent thereof in part-time training.

This maximum entitlement of 36 months also applied to eligible veterans in training under the current GI bill (ch. 34, 38 U.S.C.), until enactment of public Law 90–631 on October 23, 1968.

At that time, veterans who were eligible for educational assistance under chapter 34, and who had also received benefits under the war orphans and widows educational program for service-connected disabled veterans (ch. 31), or the World War II or Korean GI bills, were permitted to combine their entitlement under the various programs in order to receive a maximum of 48 months of education or training.

H.R. 3433 would provide a logical extension of similar benefits to eligible wives and widows who had previously received up to 36 months of educational assistance as the orphans or children of service-connected totally disabled or deceased veterans under chapter 35.

These wives and widows, due to the death or disaiblity of their veteran husbands, are required to assume the responsibility for the support of themselves and their families, and if they find themselves in need of additional education, such as an advanced degree to successfully enter into the teaching profession, we do not believe that this opportunity should be denied them.

H.R. 2984 proposes to amend section 1504 of title 38, United States Code, in order to authorize the Administrator of Veterans' Affairs to reimburse private employers for the unusual costs incurred in providing on-the-job training for disabled veterans under the vocational rehabilitation program.

As you know, Mr. Chairman, the Manpower Development and Training Act of 1962 authorized the Federal Government to reimburse employers for the extra cost of hiring and training disadvantaged individuals under the manpower development programs administered by the Department of Labor.

As you also know, there are no comparable provisions under the vocational rehabilitation program administered by the Veterans' Administration. This lack of authority for the VA to reimburse employers for the unusual expenses incurred in training and employing service-connected disabled veterans is, in our opinion, wholly inequitable, and we urge the committee's favorable consideration of this legislation to remove the incentive for prospective employers to give nonveterans a preferred status in their training programs.

H.R. 2254 and similar bills would amend title 38 of the United States Code to remove the statutory time limitation within which programs of education for veterans must be completed.

The principal purpose of these educational programs has been to assist veterans in their adjustment to civilian life by affording them monetary aid to obtain an educational status they might normally have attained had they not been in the military service.

Unforunately, however, many veterans for various reasons are unable to begin their educational training immediately upon their discharge. Later on, when they may be in a better position to enroll for improvement of vocational skills or a change in their career field, the benefits may have expired.

Enactment of this equitable measure would provide that educational assistance afforded to eligible veterans would remain available until used. Thus, all veterans would be permitted to use their educational benefits in accordance with their own individual requirements rather than having to use them before a specified time limitation has expired.

As mentioned at the beginning of this discussion, Mr. Chairman, the DAV is primarily concerned with those legislative proposals which directly affect the service-connected disabled and their dependents and survivors; and in the absence of a national convention mandate we have no official position in connection with the other legislation now pending before your committee.

We are mindful, however, that past experience has clearly demonstrated that Federal expenditures for the education and training of our Nation's veterans have been an extremely wise investment in America's future.

Thank you for allowing us this opportunity to express our views on these important subjects.

Mr. HELSTOSKI. Thank you, Mr. Gardiner.

Mrs. Heckler do you have any questions?

Mrs. HECKLER. Just one question, and I want to compliment you, Mr. Gardiner, on an excellent statement.

I must say I am basically sympathetic to every recommendation you made. At the same time, if we passed all of these bills we would likely have a veto. I ask you the difficult question I now have to ask myself: what are the priorities?

Although you don't have the opportunity to really assess this in great depth now, how would you rate these bills in terms of significance to the veterans you represent? Could you, even in a general sense, list priorities?

Mr. GARDINER. I would say in the order that they were contained in the statement, Mrs. Heckler.

Mrs. HECKLER. The same order.

Mr. GARDINER. Yes.

Mrs. HECKLER. You are putting the widows as a lower priority? How could you do that?

Mr. GARDINER. I didn't have that in mind when I prepared the statement I will really admit.

Mrs. HECKLER. Yet your priority is the order in which they appear?

Mr. **Gardiner**. Basically, if we had to make a choice, which I would be extremely reluctant to do.

Mr. **Helstoski**. Mr. Huber.

Mr. **Huber**. Mr. Chairman, I was looking at page 4 of the presentation, which reads starting from top:

> Due to the rapid advancement in science and technology, the changing shifts in occupational requirements, and the obsolescence of their acquired vocational skills, a growing number of severely disabled veterans are unable to compete in today's work force.

I am concerned about the obsolescence of vocational skills. What has been your experience in that field? What, for instance, are the vocational skills that are becoming obsolete?

Mr. **Gardiner**. I think we are thinking primarily of localities. We are talking about World War II and Korean veterans basically who were rehabilitated years ago and for a particular occupational objective.

Many of these veterans live in communities where they were rehabilitated, say, as a machinist and were employed in local industry. Today the industry, for financial reasons, may have moved from the community and there is no longer any machinist employment opportunities in the locality.

Therefore, the veteran's skills are of no benefit to him in employment and we feel he should, since his basis for vocational rehabilitation was service-incurred disability, that if he is no longer employable in that field for which he is trained he should be afforded retraining.

Mr. **Huber**. I didn't read that in the wording. I would agree with that completely. The way I read it was that the vocational skills have become obsolete. Really, what you are saying is that because jobs have moved away there is no job for that particular type of training. The skill is still there but there is no job for it.

Mr. **Gardiner**. That is basically true. Of course, there are cases where there are advances in technology and the veteran may need refresher training to keep abreast of current developments in a field for which he had training.

But basically I think we are talking about the person who is no longer employable in the field for which he was trained by the Veterans' Administration.

Mr. **Huber**. That would not necessarily result because the skill has become obsolete but rather because the job does not exist. I can understand that because it is not my experience that an acquired vocational skill becomes obsolete. If a person has been trained to make buggy whips I could see that perhaps because the product has been phased out, but outside of buggy whips, vocational skills are still necessary.

Mrs. **Heckler**. Will the gentleman yield?

Mr. **Huber**. Yes.

Mrs. **Heckler**. I would just like to bring a situation we have in Massachusetts in which a large segment of the Greater Boston work forceforce devoted to shoe manufacturing. With the advent of quality imported shoes it developed that the domestic industry couldn't produce shoes at a profit and shoe manufacturing became an obsolete skill. This is a situation in which a skill became obsolete, one that is more common than the one Mr. Gardiner mentioned. We unfortunately have witnessed obsolescence

Mr. Gardiner. I think that is one of the best examples because shoemaking was a very popular program after World War II, especially for disadvantaged veterans who had very little education. They trained them as shoemakers by the scores.

You are entirely correct, there just are no jobs for them anymore.

Mr. Huber. And if we don't solve some of our problems there are going to be less jobs for veterans and for everyone else.

Mr. Gardiner. That is true.

Mr. Helstoski. Do you have anything further, Mr. Huber?

Mr. Huber. No, sir.

Mr. Helstoski. Mr. Gardiner, at the present we have a rollcall vote in progress. I want to thank you for your cogent comments and observations on the proposed legislation.

The hearing will recess until 10 o'clock tomorrow.

[The hearing recessed at 12:15 p.m., to reconvene at 10 a.m., Wednesday, July 25, 1973.]

EDUCATION AND TRAINING FOR WAR VETERANS AND CERTAIN OF THEIR DEPENDENTS

WEDNESDAY, JULY 25, 1973

House of Representatives,
Subcommittee on Education and Training
of the Committee on Veterans' Affairs,
Washington, D.C.

The Subcommittee on Education and Training of the Committee on Veterans' Affairs met, pursuant to recess, at 10 a.m., in room 334, Cannon House Office Building, Washington, D.C., Hon. Henry Helstoski (chairman of the subcommittee) presiding.

Mr. Helstoski. The committee will come to order.

This is a continuation of the hearings in regard to legislation concerning education and training benefits for veterans. This morning we will hear witnesses from the American Legion, the VFW, the AMVETS, and also the National Association of Concerned Veterans.

Our first witness this morning is Mr. Charles Mattingly, the assistant director, National Legislative Commission, who will introduce Mr. Edward H. Golembieski, director of the National Veterans' Affairs and Rehabilitation Commission of the American Legion.

Welcome to the committee.

Mr. Mattingly. Thank you, Mr. Chairman.

Mr. Helstoski. You may proceed when you are ready.

STATEMENT OF CHARLES E. MATTINGLY, DEPUTY DIRECTOR, NATIONAL LEGISLATIVE COMMISSION, THE AMERICAN LEGION

Mr. Mattingly. Thank you, Mr. Chairman.

Mr. Chairman and gentlemen of the distinguished subcommittee, the American Legion appreciates this opportunity to present its views and recommendations on several pending proposals to improve the veterans education and training programs administered by the Veterans' Administration.

Our recommendations on the subject are based upon resolutions adopted by either a national convention or the National Executive Committee of the American Legion and represent the current policy of the organization.

Within the framework of the national organization of the American Legion veterans' benefits programs, including education and training, is a function of our National Veterans' Affairs and Rehabilitation Commission. Its director, Mr. E. H. Golembieski, is with me this morning and at this point is prepared to present a statement setting forth our specific recommendations.

Mr. HELSTOSKI. Thank you, Mr. Mattingly.

We will be happy to hear from you, Mr. Golembieski.

STATEMENT OF E. H. GOLEMBIESKI, DIRECTOR, NATIONAL VETERANS AFFAIRS AND REHABILITATION COMMISSION, THE AMERICAN LEGION

Mr. GOLEMBIESKI. Mr. Chairman and members of the subcommittee, considering the continuing increase in education and training costs, it is particularly timely that this subcommittee again direct its attention to the education and training needs of your young veterans. Costs of going to colleges and universities, particularly the private institutions, are increasing at such a rate that additional assistance must be provided to ease the cost burden for veterans. Because of their service in the Armed Forces during the Vietnam War, they are deserving of the Nation's assistance in coping with rising education and training costs.

As you know, Mr. Chairman, the veteran, regardless of the time in our history, has been a major source of national strength and pride. He is living proof of our heritage, always willing to come to the assistance of the Nation in times of need. The Vietnam era veterans are now in need of the Nation's assistance to prepare themselves to take their rightful place as contributing members of our society.

We have reviewed the purpose of the many bills under consideration by this subcommittee. Some of these measures or of their provisions are in accord with the purpose of our mandates or policy and some are not. Our statement addresses itself only to those areas of specific interest to the American Legion.

To provide for the payment of tuition in addition to educational assistance allowances on behalf of veterans pursuing certain programs of education under chapter; 34 title XXXVII, United States Code.

Education assistance program for Vietnam war veterans of our Armed Forces were developed by the Congress to:

(1) Extend the benefit of higher education to eligible persons who might not otherwise be able to afford such education or training;

(2) Provide vocational readjustment and restore educational opportunities to those veterans whose careers have been interrupted by reason of active duty in the Armed Forces; and

(3) Aid such persons in attaining the vocational and educational status which they might normally have aspired to and attained had they not served our Nation.

Since the approval of the initial provisions of the educational assistance program for the Vietnam era veteran on March 3, 1966, monthly educational assistance payments have been increased, on the average, by about 120 percent.

Despite the last increases in educational assistance payments authorized by Public Law 92-540 approved October 24, 1972, education expenses alone, in many instances, often exceed the monthly educational assistance payment from the Veterans' Administration.

Increased costs of tuition, books, fees, and other charges, as well as food, clothing, housing, medical and dental care, and other necessities of living, cause many veterans to make a second sacrifice for our Nation by either not using their eligibility for educational assistance, or by pursuing a program of education or training at considerable financial cost to themselves or to their families or dependents—a circumstance for many veterans in marked contrast to the congressional purpose of the veterans educational assistance program established for them in chapter 23 of title 38, United States Code.

The release of October 1, 1972, of the American Association of State Colleges and Universities advised.

> Undergraduate students returning to many of the Nation's State colleges and universities this fall will encounter increases in the cost of their tuition, room, and board.
>
> According to a survey conducted by the American Association of State Colleges and Universities, the median cost of tuition, room and board increased 3 percent for resident students and 8.5 percent for non-resident students.

Median student charges at State colleges and universities were reported as follows in the foregoing release:

Year	Total charges [1]	
	Resident	Nonresident
1972-73	$1,304	$2,087
1971-72	$1,227	$1,575
Percent increase	3.0	8.5

[1] Total charges is a median of tuition and fees, room, and board, including only those institutions that provide housing.

A report of the National Association of State Universities and Land Grant Colleges, Office of Research and Information, shed further light on the 1972–73 student charges——

[Material follows:]

MEDIAN STUDENT CHARGES AT STATE AND LAND-GRANT INSTITUTIONS

Year	Total charges [1]	
	Resident	Nonresident
1972-73	$1,467.00	$2,328.00
1971-72	$1,406.00	$2,208.50
Percent increase	4.33	5.41

[1] Figures shown are the median rates for typical full-time undergraduate students for 2 semesters, 2 trimesters or 3 quarters.

In this report, the Office of Research and Information said:

> A look at what happened to tuition charges since 1964–65, the first year for which ORI has comparative data, shows that resident students now pay 75 percent more than they did eight years ago and non-residents pay 115 percent more. This amounts to an average annual increase of 9.4 percent for residents and 14.4 percent for non-residents.
>
> Comparative data on total costs over the eight years shows that prices have gone up from 49.7 percent for resident students and 79.5 percent for non-residents. The average annual increase over the period amounts to 6.2 percent for residents and 9.9 percent for non-residents.
>
> The following chart shows medians for tuition and total charges, resident and non-resident, for the years 1964–65 and 1972–73 and the percentage of increase in each category.

[The chart referred to follows:]

	Tuition		Total charges	
	Resident	Nonresident	Resident	Nonresident
1964-65	$295.00	$612.00	$980.00	$1,297.00
1972-73	$517.50	$1,319.50	$1,467.00	$2,328.00
Percentage increase	75.4	115.6	49.7	7.95

None of the foregoing cost comparisons of students in undergraduate colleges and universities, past, current, and projected, include the cost of books, transportation, and incidentals.

Of particular interest to us and we hope to the subcommittee is the Canisius College Veterans' Club, on February 1, 1973, decided unanimously to endorse publicly pending legislation that they believed would benefit the Vietnam veteran. But prior to any blanket endorsement, they decided to make a complete study of current GI education benefits as compared to those benefits received by World War II student veterans in public and private institutions.

The principal purpose of the study was to compare all educational benefits received by both groups of veterans and to determine if parity exists for the Vietnam veteran. Several factors were taken into consideration, namely; increased cost of education over the past 26 years, in constant dollars, inflation of the dollar, changes in subsistence allowance from 1945 to 1972, GI bill tuition allowance for 1945 to 1972, and, finally the increase in room and board from school year 1945–46 to school year 1971–72.

In an attempt to discover any discrimination among types of institutions, six student categories were considered. The following has been excerpted from the appendices of their report. Monthly subsistence requirements are for a full-time undergraduate for the 1971–72 school year.

> Public institution in-state resident: Monthly subsistence should be $198.68.
> Private institution in-state resident: Monthly subsistence should be $389.84.
> Public institution out-of-state resident: Monthly subsistence should be $295.24.
> Private institution out-of-state resident: Monthly subsistence should be $389.84.
> Public institution in-state commuter: Monthly subsistence should be $197.40.
> Private institution in-state commuter: Monthly subsistence should be $363.66.

Their study found that not only does parity not exist for today's veteran, Vietnam war veterans are also being denied the freedom of choice as to which institution of higher education they wish to attend. The tuition allowance permitted this degree of choice for the veterans of World War II under the original GI bill. A direct tuition allowance would give the Vietnam veteran a greater degree of flexibility in planning his education.

Their report concludes with this paragraph:

> The Canisius College Veteran's Club recommends the following: there is a need for a plan with the built in flexibility to account for the varying costs of higher education. A sliding scale tuition benefit plan seems to meet all these differing needs; a plan that would pay up to $1000 or the cost of tuition, whichever is less. This step would do far more to provide both equity and parity to today's veteran than any change in subsistence allowance. Thus to bring back the tuition allotment of 1945, as adjusted by inflation, would truly bring about parity.

The findings and conclusions of the Canisius College club are supported by Sar A. Levitan and Joyce K. Zickler, authors of "Swords

Into Plowshares: Our GI Bill." Under education and training benefits they write:

> The cash stipend paid to the Vietnam veteran, even after it was adjusted for change in cost of living, still exceeded in 1972 the amount paid to World War II and Korean veterans. Adjusted for 1972 prices, the $75 monthly payment of World War II veterans in 1948 equaled $131. The $110 paid to the Korean veteran in 1954 adjusted for rises in cost of living, amounted to $172 and was very close to the amount received by Vietnam veterans during most of 1972. But an analysis of comparative payments to the veterans of these wars should take into consideration the overall increase of productivity and standard of living and not just the increase in cost of living. From these calculations, it appears that society treated the World War II veteran more favorably than his successors during the two unofficial wars. Between 1948 and June, 1972, the per capita disposable income in the United States rose by 191 percent. With this as the criteria, the $75 a month allowance to the single World War II veterans in 1948 should have been raised to $218 for the Vietnam veterans.

About three of every four veterans enrolled in public colleges in 1972 paid an average annual tuition of $383. Those enrolled in private schools paid an average tuition of $1,830.

In addressing ourselves to the increased costs of education in institutions of higher learning, we should not overlook the trend that has and is occurring below the college level, in technical and vocational schools. Although we have no data showing the trend in percentage of increased costs for such programs, we have data which supports the fact that the current educational assistance payments fall considerably short of meeting the student cost of these programs. As an illustration, the following is quoted from the 1971-72 catalog of the Ryder Technical Institute Electronics Training Center, Philadelphia.

[The chart referred to follows:]

Program	Hours	Tuition	Books and supplies	Room and board (average)
Electronics technology	2,000	$2,300	$250	[1] $35
Drafting technology	2,400	2,750	125	[1] 35

[1] Per week.

To further illustrate the cost associated with vocational and technical programs, we attached cost data from Lincoln, Ryder, and Greer Institutes. We ask that these be made part of the record.

Mr. Chairman, the American Legion in national convention, August 24-26, 1965, in Portland, Oreg., approved Resolution No. 125, with the purpose that the organization sponsor and support the benefits program comparable to that available to other war veterans for those veterans with service on and after August 5, 1964. By "comparable," the mandate did not mean similar or identical in all respects. The thought was that the program should be no less comprehensive than that provided earlier war veterans, but one suited to the personal, social, and economic needs of those veterans of the Vietnam war returning to the civilian economy, and to provide for their readjustment benefits, such as educational assistance, compatible with the needs imposed by the economy.

Under the World War II GI bill, the Veterans' Administration was authorized to make direct payments to education and training institutions of up to $500 each school year, to cover the costs of tuition, fees, books, and other usual student charges. In addition, the bill provided for the direct payment of monthly subsistence allowances to veterans pursuing education or training programs in such institutions. In 1948, the subsistence payments to veterans were $75 per month if without a dependent, $105 with one dependent, and $120 with more than one dependent.

The American Legion is aware of those abuses by some institution administrators that occurred in connection with the direct tuition payment to educational and training institutions and which caused the Congress to change the system of payments of educational assistance direct to the veteran, both under the Korean and Vietnam GI bills.

In advocating return to the direct institution tuition-veteran subsistence payment method, we believe that the present level of experience and regulatory procedures developed in the Veterans' Administration, as well as by the State approval agencies, would deter these institution administrators from resorting to these former abuses.

Mr. Chairman, we support an amendment of chapter 34 of title 38, United States Code, so as to provide in the case of an eligible veteran who is pursuing a program of education under such chapter, on a half-time basis, other than a program exclusively by correspondence or a program of flight training, the Administration shall pay directly to the educational institution on behalf of the veteran the customary cost of tuition, including such laboratory, library, or other similar fees as are customarily charged, as well as the costs of books, supplies, excluding board, lodging, other living expenses, and travel, which similarly circumstanced nonveterans enrolled in the same courses are authorized to pay. But in no event, shall the payment authorized exceed $1,000 for an ordinary school year. If the educational institution has no customary cost of tuition, a fair and reasonable rate of payment for tuition, fees, or other charges shall be determined by the Administrator.

In our judgment, this is a fundamental approach to the rising cost of tuition, books, and other charges. Also, the direct tuition payment would tend to equalize the educational assistance advantage for those veterans, who by choice or for other reasons, enroll in private or out-of-State public institutions.

Earlier in this statement we included statistics on the spiraling costs of tuition, board, and room. According to the Louis Harris and Associates, Inc., January 31, 1972, "Study of the Problems Facing Vietnam Era Veterans on Their Readjustment to Civilian Life," as well as information from other sources, tuition and other institutional charges are a cost barrier that is keeping many thousands of otherwise qualified young veterans out of education and training institutions or forcing them to quit before they have finished. While these institutions find it impossible to reduce their charges for tuition, books, board and room, and other services, they are exploring alternatives such as loans and deferred payments.

There is substantial evidence that more and more individuals are turning to loans or credit as a way out. Study now-pay later is the only way a large share of today's veterans can get into college and stay there. Even with the change to the tuition-subsistence payment urged earlier in this statement, many veterans will have to resort to obtaining a loan or credit through the college or university plan. The following table illustrates the trend:

[The table referred to follows:]

School year	New Government guaranteed student loans (private capital)	Total (millions)
1967	330,088	$248
1968	515,000	436
1969	787,000	687
1970	922,000	840
1971 (estimate)	1,100,000	1,000

Under the Higher Education Act of 1965, as amended, there is provision for Federal, State, and private programs of low interest insured and direct loans to students in institutions of higher education or vocational schools. The problem, as we see it, is the availability of money, or lenders, or both.

House bill 6474, introduced by Mr. Bob Wilson, would add a new subchapter VII to chapter 34 of title 38, United States Code, to establish a program of insured and direct loans administered for veterans eligible for educational subsistence under such chapter.

Although the language of this proposed subchapter on educational loans is specifically directed to those veterans enrolled in and pursuing courses in an institution of higher learning for which credit is granted toward college degree, we would support the extension of its provisions to include eligible veterans enrolled in vocational schools; that is, business or trade schools or technical institutions, or other technical or vocational schools.

Authorization for the Veterans' Administration to create a program of insured and direct education loans would, we believe, enhance the opportunities of veterans to enter into and pursue to completion courses of education or training.

In urging these amendments to chapter 34, the American Legion was motivated by the concept that the Veterans' Administration should be a one-stop agency to administer and service programs of education and training for veterans.

Chapter 34, title 38, United States Code, provides that no educational assistance shall be afforded an eligible veteran beyond the date 8 years after his discharge or release from active duty after January 31, 1955.

In the case of any eligible veteran who was discharged or released from active duty before the date for which any educational assistance allowance is first payable under this chapter—June 1, 1966—the 8-year period shall run from such date, if it is later than the date which would otherwise be applicable.

In the case of any eligible veteran who was discharged or released before August 31, 1967, and who pursues a course of farm cooperative training, apprenticeship or other training on the job, or flight training, the 8-year delimiting period tolls form such date if it is later than the date of his discharge or release.

As this subcommittee knows, educational assistance legislation for the Vietnam era veteran has had a somewhat stormy history. For several years, the past administration opposed, for one reason or another, congressional efforts to establish a meaningful program of educational assistance.

Initially, the monthly subsistence payments of $100, $125, and $150 were much too low, considering the expenses associated with education and training. It was not until approval of Public Law 91–219 on March 26, 1970, that these rates were raised to $175, $205, and $230 plus $13 for each additional dependent, that many veterans could begin to plan the initiation of education or training. Many, because of family obligations, can only pursue their program on a less than half-time basis. Some must complete their secondary schooling before entering into courses or programs above the secondary level.

Public Law 78–346, as amended, the first GI bill, was somewhat more liberal in this respect. It provided that the course of education or training must be initiated not later than 4 years after either the date of the veteran's discharge, whichever is the later but that no such education or training shall be afforded beyond 9 years after termination of World War II.

House bill 2681, introduced by Mr. Helstoski and supported by the American Legion, would extend to the delimiting period to complete education or training to 14 years from date of separation or discharge from active duty.

To provide that Vietnam era veterans shall have the same basic entitlement to vocational rehabilitation as that available to veterans of World War II and the Korean conflict.

As amended, Public Law 16 of the 78th Congress provided that any honorably discharged person who served in the active military or naval service at any time after September 16, 1940, and prior to the termination of World War II, who had a disability incurred in or aggravated by such service for which compensation is payable by the Veterans' Administration, and is in need of vocational rehabilitation to overcome the handicap of such disability shall be entitled to such vocational rehabilitation as prescribed by the Veterans' Admnistration to fit him for employment consistent with the degree of disablement. This program was extended to Korean conflict veterans by Public Law 894, 81st Congress.

This language was codified into section 1502 of title 38, United States Code, and amended by Public Law 87–815, approved October 15, 1962, so as to provide that vocational rehabilitation shall be furnished as may be prescribed by the Veterans' Administration, if the disability arose after World War II, and before the Korean conflict, or after the Korean conflict, and is rated for compensation purposes as 30 per centum or more, or if less than 30 per centum is clearly shown to have caused a pronounced employment handicap.

The American Legion believes, Mr. Chairman, that the Vietnam era veteran is as much a war veteran as those of World War II and the Korean conflict and has every right to expect that his eligibility for vocational rehabilitation be determined on the same criteria, and not on that applicable to so-called cold war service period veterans.

H.R. 2679, also introduced by Mr. Helstoski and supported by the American Legion, would amend section 1502(a) of title 38, United States Code, so as to provide that these war veterans shall have the same basic eligibility for vocational rehabilitation as veterans of World War II and the Korean conflict.

ACCELERATION OF EXPENDITURE OF ENTITLEMENT

Language in Public Law 346 of the 78th Congress provided that the Administrator of Veterans' Affairs shall pay the education or training for each individual enrolled, the customary cost of tuition, and such laboratory, library, health, infirmary, and other similar fees as are customarily charged, and may pay for books, supplies, equipment, and other necessary expenses, and travel, as generally required for successful pursuit and completion of the course by other students in the institution; but that in no event shall such payment, with respect to any one person, exceed $500 for any school year unless the veteran elects to have such customary charges paid in excess of such limitation, in which event there shall be charged against his period of eligibility the proportion of an ordinary school year which such excess bears to $500.

Earlier we had set out in some detail the expenses of education and training associated with some public and many private post secondary institutions. For some veterans it would be financially expedient for them to accelerate the expenditure of their eligibility of chapter 34 educational assistance.

Although we have not sponsored legislation to accomplish this, we suggest that the subcommittee give consideration to include in chapter 34 authority for veterans to accelerate the expenditure of their earned entitlement when the veteran so elects.

Mr. Chairman, this concludes our specific recommendations to improve the education and training and vocational rehabilitation provisions of title 38. Providing an opportunity for education and training under the best conditions for the Vietnam veterans is, we believe, an important phase of this Nation's war on poverty—an invaluable supplement to the other educational assistance programs designed to bring to it a new level of skills and education and economic growth.

As we said several times before, history will repeat itself, the cost of these programs for Vietnam war veterans is but a temporary investment in the future of these valiant American youths—an investment that will be repaid with generous interest.

We ask, Mr. Chairman, that the attachments to this statement be made a part of the record.

These include the tables that I referred to earlier from the three technical institutes, as well as the four resolutions which have eminated from policymaking body, the National Convention and the National Executive Committee.

Mr. DANIELSON. Without objection, the attachment to the statement of Mr. Golembieski wil lbe included as a part of the record. We thank you very much.

[Attachments follow:]

AMERICAN LEGION RESOLUTIONS

FIFTY-FOURTH ANNUAL NATIONAL CONVENTION OF THE AMERICAN LEGION, CHICAGO, ILL., AUGUST 22, 23, 24, 1972

Resolution: No. 208 (Oklahoma)
Committee: Veterans Affairs and Rehabilitation
Subject: Sponsor and support legislation to amend 38, USC, 1502, so as to provide that Vietnam Era veterans shall have basic entitlement to vocational rehabilitation identical to that applicable to World War II and Korean War veterans

Whereas, vocational rehabilitation as provided under 38, USC, chapter 31, has the purpose of restoring employability lost by virtue of a handicap due to service-connected disability; and

Whereas, 38, USC, 1502, now provides in part that every veteran who is in need of vocational rehabilitation on account of service-connected disability which is compensable shall be furnished such vocational rehabilitation as may be prescribed by the Administrator of Veterans Affairs if such disability arose out of service during World War II or the Korean War; and

Whereas, under 38, USC, 1502, a veteran of the Vietnam Era must be rated for compensation purposes as 30% disabled, or if less than 30% he must have a disability that caused a pronounced employment handicap before vocational rehabilitation can be authorized; and

Whereas, The American Legion believes that basic entitlement to vocational rehabilitation of veterans with service after August 4, 1964, should be identical to that of veterans of World War II and the Korean War; now, therefore, be it

Resolved, by The American Legion in National Convention assembled in Chicago, Illinois, August 22, 23, 24, 1972, that The American Legion sponsor and support legislation to amend 38, USC, 1502, so as to provide that Vietnam Era veterans shall have basic entitlement to vocational rehabilitation identical to that applicable to World War II and Korean War veterans.

FIFTY-FOURTH ANNUAL NATIONAL CONVENTION OF THE AMERICAN LEGION

CHICAGO, ILLINOIS, AUGUST 22, 23, 24, 1972

Resolution: No. 390 (New York)
Committee: Veterans Affairs and Rehabilitation
Subject: Sponsor and support legislation so as to establish parity between those educational assistance benefits available to Vietnam war veterans and those that had been available to World War II veterans

Whereas, the purpose of educational assistance programs developed by the Congress for veterans of our Armed Forces is to

(1) extend the benefits of higher education to eligible young persons who might not otherwise be able to afford such education;

(2) provide vocational readjustment and restore educational opportunities to those veterans whose careers have been interrupted by reason of active duty in the Armed Forces; and

(3) aid such persons in attaining the vocational and educational status which they might normally have aspired to and attained had they not served their country; and

Whereas, despite increases in educational assistance payments authorized by the Veterans Education and Training Amendments Act of 1970, effective February 1, 1970, education expenses alone often exceed the monthly payment, leaving little or none of the allowance to meet living expenses; and

Whereas, the American Legion supported the enactment of the Servicemen's Readjustment Act of 1944, approved June 22, 1944; and

Whereas, under this Act, the Veterans Administration was authorized to pay to the educational or taining institution, for each person enrolled in full-time or part-time training, up to $500 for an ordinary school year, toward the customary cost of tuition, and such laboratory, library, health, infirmary, and other similar fees as are customarily charged, and for looks, supplies, equipment, and other expenses (exclusive of room and board) as were generally required for the successful pursuit and completion of the course by other students in the institution; and

Whereas, this Act, in addition, authorized the payment of a monthly subsistence allowance while enrolled in and pursuing a course of $65 per month if without dependents, and $90 per month with dependents (increased January 19, 1948 to $75 and $105, and to $120 per month for those with more than one dependent); and

Whereas, the American Legion believes that the effectiveness of educational and vocational assistance benefits provided these veterans should be comparable to those made available to veterans of World War II; and

Whereas, the Office of Education, Department of Health, Education & Welfare "Projections of Educational Statistics to 1967–77" reported—"The estimated average basic student charges (tuition and required fees, board, and room) by publicly controlled institutions of higher education, in 1966–67 dollars, increased from $874 in 1956–57 to $1,034 in 1966–67. The charges are expected to reach $1,211 by

1976–77. The estimated average basic students charges by nonpublicly controlled institutions of higher education were $1,486 in 1956–57, $2,125 in 1966–67, and are expected to reach $2,748 in 1976–77." ; and

Whereas, despite several increases in educational benefits, payments to veterans have not kept pace with the rising costs of education, food, housing, medical care and other necessities of living; and

Whereas, these increased costs cause many veterans to make a second sacrifice by either not using their eligibility for educational assistance or by pursuing a program of education or training under considerable financial cost to themselves or to their families and dependents; now, therefore, be it

Resolved, by The American Legion in National Convention assembled in Chicago, Illinois, August 22, 23, 24, 1972, that The American Legion shall continue to sponsor and support such legislation as will assure that educational assistance benefits provided Vietnam Era veterans under Chapter 34, title 38, United States Code, attain and maintain a parity in meeting education and training costs with those that had been provided veterans of World War II.

FIFTY-FOURTH ANNUAL NATIONAL CONVENTION OF THE AMERICAN LEGION, CHICAGO, ILLINOIS, AUGUST 22, 23, 24, 1972

Resolution: No. 411 (Ohio)
Committee: Veterans Affairs and Rehabilitation
Subject: Sponsor and support legislation to extend time limits for educational benefits for post-Korean and Vietnam veterans

Whereas, post-Korean veterans and Vietnam veterans are eligible for schooling benefits under the GI Bill; and

Whereas, these same veterans who were discharged before June 1, 1966, have only to May 31, 1974, to make use of their schooling rights: and

Whereas, those veterans who were discharged after June 1, 1966, have eight years after discharge to exercise their benefits; and

Whereas, many of these veterans, due to the necessity of supporting themselves and their families, are unable to make use of their education benfits within the time limits set up by law: now, theefore, be it

Resolved, by The American Legion in National Convention assembled in Chicago, Illinois, August 22, 23, 24, 1972, that The American Legion sponsor and support legislation to amend Chapter 34, title 38, United States Code, so as to provide that all post-Korean and Vietnam veterans have until July 1, 1980, to complete their education benefits if they were discharged prior to June 1, 1966; and be it further

Resolved, that all post-Korean and Vietnam veterans who were discharged after June 1, 1966, be granted 14 years in which to take advantage of their GI education benefits.

NATIONAL EXECUTIVE COMMITTEE MEETING OF THE AMERICAN LEGION, MAY 2–3, 1973

Resolution No. 29.
Commission: National Veterans Affairs and Rehabilitation.
Subject: Sponsor and support legislation to establish a program of insured and direct education loans for eligible veterans.

Whereas, the purpose of educational assistance programs developed by the Congress for veterans of the Vietnam War is to extend the benefits of education and training to eligible young persons who might not otherwise be able to afford their cost and to aid such persons in attaining the vocational and educational status which they might normally have aspired to and attained had they not served their nation; and

Whereas, despite increases in educational assistance payments authorized by the Vietnam Era Veterans Readjustment Act of 1972, approved October 24, 1972, education expenses alone often exceed the monthly educational assistance payment, leaving little or none of the allowance to meet the cost of food, lodging, transportation, medical, and other personal necessities and obligations; and

Whereas, under existing federal programs, any student may apply for federally guaranteed loans from commercial lending institutions or banks: and

Whereas, eligible veterans are finding it increasingly difficult in obtaining these loans even though they are guaranteed or insured by the Federal Government; and

Whereas, The American Legion believes that no eligible veteran should be barred from attaining a vocational or educational objective because of a lack of sufficient funds; now, therefore, be it

Resolved by the National Executive Committee of The American Legion in regular meeting assembled in Indianapolis, Indiana, May 2–3, 1973, that The American Legion shall sponsor and support legislation to amend Chapter 34 of title 38, United States Code, to establish a program of insured and direct educational loans for eligible veterans.

RYDER TECHNICAL INSTITUTE, ELECTRONICS TRAINING CENTER

[Pennsauken—Philadelphia—Allentown]

Program	Hours	Tuition	Books and supplies	Average room and board
Electronics technology	2,000	$2,300.00	$250.00	[1] $35.00
Computer technician	930	1,245.00	175.00	[1] 35.00
Electronics servicing	1,400	1,350.00	160.00	[1] 35.00
Drafting technology	2,400	2,750.00	125.00	[1] 35.00

[1] Per week.

LINCOLN TECHNICAL INSTITUTE

[Newark—Baltimore—Philadelphia—Washington—Indianapolis—Des Moines]

Program	Hours	Tuition	Books and supplies	Average room and board
Automotive—diesel technology	1,415½	$2,231.25	...	[1] $40.00
Automotive technology	1,080	1,715.00	...	[1] 40.00
Automotive mechanics	720	1,145.00	...	[1] 40.00
Engine tune-up	337½	556.25	...	[1] 40.00
Diesel engines	337½	556.25	...	[1] 40.00
Automatic transmissions	225	397.50	...	[1] 40.00
Automotive air conditioning	112½	218.75	...	[1] 40.00
Air conditioning, refrigeration, and heating technology	1,300	2,055.00	...	[1] 40.00
Air conditioning and refrigeration servicing	800	1,295.00	...	[1] 40.00
Heating system service	300	500,00	...	[1] 40.00

[1] Per week.

GREER TECHNICAL INSTITUTE

[Chicago, Ill.]

Program	Hours	Tuition	Books and supplies	Average room and board
Automotive mechanics	600	$895.00	$12.00	[1] $40.00
Automotive tune-up	240	365.00	12.00	[1] 40.00
Body and fender repair	500	895.00	17.00	[1] 40.00
Diesel mechanics	600	955.00	32.00	[1] 40.00
Diesel truck mechanics	900	1,435.00	34.00	[1] 40.00
Refrigeration and air conditioning	475	795.00	90.00	[1] 40.00
Refrigeration	325	495.00	90.00	[1] 40.00
Combination welding	480	960.00	40.00	[1] 40.00
Gas welding	125	365.00	22.00	[1] 40.00
Arc welding	125	365.00	36.00	[1] 40.00

[1] Per week.

Mr. **Danielson**. Do you have any questions, Mr. Edwards?

Mr. **Edwards**. Thank you, Mr. Chairman.

Thanks to the American Legion and Mr. Golembieski for an excellent statement.

I take it that you believe the veterans of the Korean war and of World War II had an easier time of getting vocational education assistance as well as higher education assistance. Is that correct?

Mr. **Golembieski**. Yes, sir. We feel that the costs data supports the fact that they were better equipped financially under the educational assistance programs to meet the costs associated with that education and training in those periods following World War II and the Korean conflict.

Mr. **Edwards.** Did the veterans of those two conflicts go to a community college or State university and support themselves without borrowing money on the outside or without outside employment?

Mr. **Golembieski.** According to the figures that we have quoted in the statement developed by the Canisius College Veterans' Club, the minimum subsistance would be very close to $199 for the single individual.

Under the Korean conflict, though, his attainment was $110 a month, so in terms of today's costs, $110 would not be sufficient.

Mr. **Edwards.** Well, then, what about private institutions that have high cost tuition, somewhere between $2,300 per year? I suppose, in some institutions it is $3,000 per year. What does today's Vietnam veteran face if he wants to go to one of those schools?

Mr. **Golembieski.** Aside from subsistence, that is board and room and also costs of books, registration fees, et cetera, according to the figures that we have developed here, the average in a public institution, the tuition is $383, and in private institutions it is $1,830. But, of course, you know, this shows, well, there are institutions that may be as high as $3,000 a year.

Mr. **Edwards.** Do these private institutions suffer as a result of not being able to enroll Vietnam veterans?

Mr. **Golembieski.** It is my understanding, from what we can read, that many of the private institutions are not enrolling as many Vietnam veterans, because of the lower ability of these veterans to meet tuition costs. I think the Veterans' Administration's tabulation on this shows that only about 20 percent of those participating in higher education are going to private schools and the other 80 percent are going to public schools. There is information, too, that within the past year the various State legislatures have appropriated an additional almost $8 billion to fund the increased costs of operating public schools.

Mr. **Edwards.** World War II and Korean conflict veterans were going to these more expensive private institutions in greater proportion than Vietnam veterans?

Mr. **Golembieski.** Yes, sir; according again to Administration figures. I think the distribution was 49 percent private and 51 percent public.

Mr. **Edwards.** Well, then, by not providing sufficient Federal assistance, it would be said that Vietnam veterans are being deprived of the opportunity to have a free choice of higher education?

Mr. **Golembieski.** Yes, sir; and this is what we pointed out in our statement, that the tuition grant would equalize, I believe, the application of the benefits, because many of the individuals or veterans attending community colleges or other public colleges are meeting a very low tuition cost and in some areas no tuition cost. All they have to pay for out of their subsistence payment is the cost of books, fees, and their room and board.

Now, if they live at home, of course, they have a tremendous economic advantage and I think many of them are probably pursuing the route of going to junior college the first 2 years and probably saving their money to go on to a higher cost senior college to complete the third and fourth years and perhaps higher education.

Mr. Edwards. And the Government is reluctant to suggest a more generous program this fiscal year. We didn't want to spend money, is that the problem?

Mr. Golembieski. This seems to be the status. I know that there is a scarcity of dollars in the makeup of the budget. However, I noticed, when we enter into an armed conflict, there is a projection of costs of the war. We feel that education and training and other readjustment benefits are a continuing cost of war and inasmuch as it has been well-established, not only in this program, but in other State programs, readjustment and rehabilitation, education and training results in a higher income to the Government providing a higher tax base with greater tax income and I think it has been well-established that the cost of the World War II program, which was somewhere in the neighborhood of $20 billion, has been more than amortized.

Mr. Edwards. Thank you very much.

Mr. Danielson. Mr. Zwach?

Mr. Zwach. Thank you, Mr. Chairman.

Mr. Golembieski, let us see if we understand your recommendations. You are basically recommending that the $220 per month to the veteran remain as it is, that in addition there be up to a $1,000 payment to the institution?

Mr. Golembieski. That is correct, sir.

Mr. Zwach. That there be in addition to that, a lower program directly under the Veterans' Administration?

Mr. Golembieski. Yes, sir.

Mr. Zwach. Then in addition you recommend that the 8-year delimiting be increased to 14 years?

Mr. Golembieski. That is correct.

Mr. Zwach. I appreciate very much those recommendations. You know, I am sort of sympathetic to the dual educational system, public colleges versus the private colleges. I think there is a lot of virtue in America in this structure. What percentage of the veterans under this present personal payment are able to attend the private colleges? Have you any breakdown of this?

I heard the quoted figure to Mr. Edwards of 80 percent—20 percent, but I don't know if it was directly related to this.

Mr. Golembieski. Yes, I think the Veterans' Administration figures show that only 20 percent of those pursuing higher education under the present program are attending private colleges or universities and the other 80 percent are attending public institutions.

Mr. Zwach. This will basically mean that about 20 percent of them do have other resources that they have to draw on in order to attend?

Mr. Golmbieski. Yes, sir.

Mr. Zwach. That is to attend a private institution?

Mr. Golembieski. Yes, either under other Federal programs or through scholarships or through loans or through family assistance, there is a variety of ways.

Mr. Zwach. Yesterday, in a question from me to the Veterans' Administration, they seemed to take a strong stand against an institutional payment. They said it was difficult to adminitser and that history shows a great deal of abuse. Now, I noticed on page 9 of your statement you say that there can be a proper administration and would you develop it a little bit? I would like to balance that on their position and I would like your reason for making that statement as sort of a back-up of it.

Mr. GOLEMBIESKI. I pointed out in the statement, Mr. Chairman, we were aware of the abuse that occurred in the World War II veterans program. We are also aware of the studies that were made of this by the Congress, a special subcommittee, to look into the abuse that had occurred in connection with the education and training programs under the original GI bill.

Much of this, as we looked at it, was due to the inability of the Administration to come up with any definite procedures and regulatory controls.

Mr. ZWACH. At the Federal level?

Mr. GOLEMBIESKI. No; at the Veterans' Administration level.

Mr. ZWACH. Do you mean Federal or both?

Mr. GOLEMBIESKI. At the Veterans' Administration level, who has the responsibility for administering the program. In addition, at that time, the State approval agencies were just, in a sense, getting into the programs.

Some of the States did not have State approval agencies and we feel that under the degree of the level of sophistication that exists today, both within the Veterans' Administration and within the personnel of the State approval agencies, that there is no reason why these abuses under the direct tuition grant should be abused as they were in connection with World War II programs.

Mr. ZWACH. In other words, you believe that regulation can be so drawn up that this can be administered so that abuses would be at a minimum?

Mr. GOLEMBIESKI. Both regulations and otherwise, I think you could put stringencies into the law.

Mr. ZWACH. As I read your testimony and follow it, I believe that you feel that the Vietnam veteran is not being treated equally with his predecessors?

Mr. GOLEMBIESKI. If you look at it from the dollar outlay, it is an illustration and I think it was developed by the Canisius College veterans clubs, that if you look at 1945, if you look at the dollar as being 100 cents then, in 1972 the dollar, well, you had to have $2.25 to have the same purchasing power.

If you convert the $65 that was given to veterans at that time for subsistence and prorate the tuition on a monthly basis, and applying the depreciation as it occurred in the purchasing power of the dollar, you came up with a figure of about $275 monthly for the single individual to provide him with the same dollar benefits as you provided in the World War II benefits.

Mr. ZWACH. I think your figures show that the cost of education increases approximately 10 percent a year.

Mr. GOLEMBIESKI. According to the Office of Education report, it runs between 5 and 8 percent on the long-range projection up into the eighties. But it has gone beyond that and last fall it even went under that a little bit in the resident type training, having only gone up 3 percent and the nonresident having gone up about 8½ percent.

Mr. Zwach. You did not recommend an increase in the per veteran payment from $220 and up. Do you not believe that the problems can be answered that easily?

Mr. Golembieski. It would not give the veteran an element of choice. It would continue to favor the individual who, by circumstances or by choice, goes to a public school versus the one who would want to go to a private school.
utility of this educational assistance between the public and private.
We feel that tuition payments, direct payments, would equalize the

Mr. Zwach. Would you further develop in capsule form your position that the 8-year limit should be extended to 14? What do you hear from your veterans and so on, from your organization, what substantial, or substantiation of that position do you have?

Mr. Golembieski. Well, there are a number of factors that I think support the extension of the eligibility time utilization and these are that early in the program, well, it was in fact, before the program came into being, many veterans had already been separated. The program itself did not come into being until almost 2 years after we got into the Vietnam era conflict.

The initial subsistence rates were very low. Under Public Law 89-358, March 3, 1966, the monthly subsistence to a single individual was $100, which was below what had been paid the Korea conflict veterans. Then, there was the fact that the program in scope was not properly developed in the early days and we feel that, because of the low subsistence payment and these other things that occurred, that people were not, or those that were discharged were not immediately able to move into the education and training program and then we also have the fact that some of them had to complete their secondary training before they could go into institutions of higher learning or those schools above the secondary level, that we feel there should be an increase.

Mr. Zwach. We know that the percentage of veterans that are now taking advantage of our education program has increased dramatically, at least doubled I believe, over what it was in the earlier period.

As I would read it, you feel that one of the reasons they did not take advantage of it earlier was that they could not afford the economics of it, that the payments were at such a high figure, is that substantially right?

Mr. Golembieski. Yes; many of them would have to go on a quarter-time or half-time basis, that is less than full time, and it would take them longer to attain their objective and possibly they could not obtain it within the 8-year delimitation that now exists.

Interestingly enough, we look at the data published by the Veterans' Administration on the utilization and much is made of the percentage, but I have yet to see a study of the percentage that had successfully pursued these courses to completion and not just merely consuming the eligibility, or who are forced to drop out and who are no longer pursuing education and training because of the high costs associated with it, or who, because of the delimiting period in the future, will have to drop out of the program.

Mr. Zwach. I appreciate very much your comments in developing these questions. That is all, Mr. Chairman.

Mr. Danielson. Thank you. Mr. Walsh of New York?

Mr. Walsh. Thank you, Mr. Chairman.

Mr. Golembieski, your plan to extend the time limit for Vietnam veterans strikes a very responsive chord. I did all of my graduate work under the GI bill and then, because of a large family I was forced to finally cancel out the Ph. D. program I was engaged in and then ran out of the entitlement; and I couldn't afford to go because I had a big family by that time, so this strikes a very responsive chord.

Following Mr. Zwach's line of questioning, I recall that after World War II there were a number of institutions that sprang up around the country, where the GI went to school, and this is where the ill-repute of the whole program developed, as I understand it.

Has there been that type of proliferation of institutions since the Vietnam war?

Mr. **Golembieski.** No, sir. Not to the degree that it occurred after World War II or during the World War II GI bill. The original GI bill had permitted many of these to go to so-called avocational schools for participation in avocational programs.

In addition, because of the regulations and the inexperience of not only the Veterans' Administration, but also of the State approval agency personnel, that many of these abuses were permitted to go undetected.

Today, I think there is a very close surveillance, due not only to regulatory provisions, but also to the State approval agencies, through the individual directors of the VA regional office, so that when and if some school or institution does abuse the law or regulation, that they immediately terminate the approval of the school for the purpose of reimbursing veterans who are pursuing programs there.

Mr. **Walsh.** They still are in existence then——

Mr. **Golembieski.** We see it now and then according to instructions that go out to individual regional offices, and such a school is no longer approved for payment pending—well, of course, after correction and so on, the disapproval is lifted.

Mr. **Walsh.** But there are still in existence at the State level then approval agencies, they have not been discontinued?

Mr. **Golembieski.** No, the State approval agencies today are much stronger I believe in their efficiency, the personnel assigned are of a more experienced caliber.

Mr. **Walsh.** I know in local government, there is a tendency to try to do away with government approval agencies, but approval still exists; so you feel there is really no danger then?

Mr. **Golembieski.** In fact, in chapter 36 of this title there, the laws that pertain to the regulation are there and also payment of the State approval agencies to offset the administrative costs that may be associated with the work that they are doing for the Veterans' Administration.

Mr. **Walsh.** Thank you and I congratulate you on a very fine statement.

Mr. **Danielson.** I have only one question. Referring to your comment about the 80 percent—20 percent breakdown, do you have the figures reflecting what is the overall breakdown in higher education of attendance at public supported colleges and private colleges?

Mr. **Golembieski.** I don't have those immediately available, sir. I could develop those and submit them for the record.

Mr. Walsh. If you develop them and submit them to the committee, we might insert them in the record. I am talking about overall under the GI bill.

Mr. Golembieski. Yes.

Mr. Danielson. Thank you, Mr. Mattingly and Mr. Golembieski for your very valuable contribution.

We are going to have to move along fast because there are only 55 minutes left and there are three more witnesses.

The next witness is Francis Stover, Director of the National Legislative Service of the Veterans of Foreign Wars. Please come forward, Mr. Stover.

STATEMENT OF FRANCIS W. STOVER, DIRECTOR, NATIONAL LEGISLATIVE SERVICE; ACCOMPANIED BY JOHN D. FEGAN, ASSISTANT LEGISLATIVE DIRECTOR

Mr. Stover. Thank you, Mr. Chairman. On my right is Mr. John D. Fegan, assistant legislative director of the Veterans of Foreign Wars.

I want to thank you for the invitation and privilege to present the views of the Veterans of Foreign Wars relating to the bills before you which propose to improve and liberalize education and training assistance for veterans.

The legislative position of the Veterans of Foreign Wars is contained in the national resolutions approved by the delegates to our annual national conventions. At our most recent national convention, which was held in Minneapolis, Minn., last August, a number of resolutions were approved by the 16,000 delegates representing 1.8 million members, relating to education and training assistance for veterans and their dependents. These resolutions are as follows:

VFW resolution No. 615 entitled "Veterans Administration Education Benefits."

VFW resolution No. 621 entitled "Extension of Time Limits for Educational Benefits."

VFW resolution No. 638 entitled "Tuition and Book Fees for Vietnam Veterans."

VFW resolution No. 678 entitled "VA to Investigate Correspondence Courses."

VFW resolution No. 730 entitled "Improve GI Bill Assistance."

Many of these resolutions are germane to the bills under consideration, and it would be deeply appreciated, Mr. Chairman, if the full text of these VFW resolutions be made a part of my remarks.

Mr. Danielson. Without objection, they will be made a part of the record. Will you be kind enough to supply a copy of each to the committee?

Mr. Stover. I certainly will.

The largest number of bills before this subcommittee would extend the delimiting date for entitlement to the GI bill; in fact, there were 19 separate bills proposing that the delimiting date be extended. VFW resolution No. 621, which calls for an extension of the delimiting dates, is an indication of the widespread concern of many VFW members regarding the purpose and intent of these bills.

It is the position of the Veterans of Foreign Wars that so long as a veteran commences a course of education or training under the GI bill, he should be permitted to complete the course which he commenced.

This was the rule during World War II and the approval of one of these bills would permit the same time for completion of education and training for Vietnam veterans as prevailed for veterans of World War II.

The Veterans of Foreign Wars does not have a current position respecting the counting of active duty for training by Reserves and National guardsmen for eligibility or entitlement to GI bill training.

It is realized that we are in a changing period in our history, having gone from a draft oriented Armed Forces to an all-volunteer force. The Reserves are expected to play a more prominent, important, and stronger role during this crucial period of an all-volunteer force.

No longer can the Reserve Forces depend on draftees for members. It is important, therefore, in the national interest that the Congress take notice of this by making Reserve and National Guard training as attractive as possible.

Your reporting and passage of H.R. 6574 to encourage persons to join and remain in the Reserves and National Guard by providing full-time life insurance protection under SGLI is in line with this philosophy of attracting and retaining members for the Reserve Forces.

With this in mind, it could be justified that active duty for training should be counted for the purpose of entitlement to GI bill assistance, which would be a strong inducement for persons to become members of the Reserves and National Guard.

Direct payment of tuition payments to schools or training institutions was a provision of the original World War II GI bill. It will be recalled that following World War II, this committee made a comprehensive study of the World War II GI bill.

This committee developed, reported, and gained congressional approval of the second GI bill, which is referred to as the Korean GI bill. The Korean GI bill discontinued tuition payments to schools and substituted a direct payment to the veteran. The payment to the veteran was used by the veteran for tuition, books, fees, or any other expenses in connection with his readjustment training.

The Korean GI bill is considered to have been a resounding success and quite logically became the model for the third or cold-war/Vietnam GI bill, which is the GI bill under which all Vietnam veterans are training.

Some proposals before you would continue the full educational assistance allowance payment, with an additional tuition cost paid to the veteran. These tuition proposals, therefore, would combine features of the World War II GI bill and the Korean GI bill, making it possible for many veterans to attend schools where the cost of education is considerably higher than State-supported institutions.

It should be borne in mind that the principal purpose of the GI bill is to assist a veteran in his return to civil life because of the time lost while he was in the Armed Forces. The basis for providing this readjustment is because this veteran has made a contribution in the national interest for his lost time spent in the Armed Forces which can never be replaced.

Readjustment assistance, therefore, is in line with the contribution that the citizen or veteran made. The longer a veteran served, he is entitled to more assistance up to a maximum of 36 months. It should not be determined by the school which he may want to attend. All veterans should be treated alike under the same circumstances. This presently is being done under the Vietnam GI bill. Some of these proposals before you would alter this concept.

The record should show that the Veterans of Foreign Wars has been the leader down through the years for GI bill assistance to Vietnam veterans equivalent or comparable to the assistance provided veterans of previous wars.

The rationale is the basis for our mandate No. 638, which calls "For additional assistance to Vietnam veterans for tuition books, and other materials needed by the veteran." Some believe that the assistance now being provided to Vietnam veterans is more or less comparable to the assistance provided World War II veterans.

On the other hand, there are many who hotly deny this and state that the World War II veteran had a much better deal, particularly those who were privileged to attend schools whose present tuition rates are so high it is impossible for Vietnam veterans to even think about attending them under the current GI bill.

Comparability of GI bill assistance for current Vietnam veterans, as was provided World War II veterans, is one of the root causes for much of the discontent found among some Vietnam veterans. The Vietnam GI bill was admittedly not comparable to the GI bill when it was originally passed in 1966.

Subsequent amendments have restored most of the training and educational programs which were available to World War II veterans; in fact, Congress in recognition of special problems of many Vietnam veterans has set up several readjustment programs for Vietnam veterans, which were not available for veterans of previous wars, both before and after discharge or release from the Armed Forces.

So far as Veterans of Foreign Wars is concerned, every Vietnam veteran should be provided with readjustment assistance which will make his transition to civil life a quick and successful one.

For many Vietnam veterans, this is being done under the third GI bill. The Veterans of Foreign Wars commends this subcommittee and the Congress for approving a substantial increase in the GI bill rates last year (despite tremendous opposition by the executive branch), authorizing the advance payment and other improvements as contained in Public Law 92-540.

These Vietnam veterans have made a contribution in the national interest which can never be repaid. They have served during a most trying period of our history. The war in which Vietnam veterans have participated undoubtedly is the most controversial one in American history since the Civil War.

Vietnam veterans have felt the pain of much of this controversy, of which they had no part in creating. The Vietnam veteran has served his country admirably during this unpopular and divisive war, and undoubtedly will make an even greater contribution to the Nation in time of peace.

The Veterans of Foreign Wars salutes the Vietnam veteran for his part in bringing the Vietnam war to a successful conclusion and making it possible to bring our prisoners of war home.

The key to the future of these Vietnam veterans, over 6 million, is the GI bill. We know the World War II and Korean GI bills made it possible for millions of veterans to become doctors, scientists, lawyers, teachers, technicians, and hundreds of other professions without which this country would probably have fallen behind as the leader of the free world.

The Veterans of Foreign Wars, therefore, supports legislation reflecting our nationally approved resolutions, which will assure the Vietnam veteran is receiving meaningful assistance comparable to the assistance of his comrades of World War II and the Korean war.

Mr. Chairman, a priority legislative goal of the Veterans of Foreign Wars is support of legislation and programs to help reduce the number of unemployed veterans, which continues at a staggeringly high level.

Many currently unemployed veterans served during World War II and the Korean conflict. Their skills have become obsolete through no fault of their own because of industry displacements. Many are seeking retraining and refresher courses to better compete in today's job market.

One solution is refresher and retraining assistance for older veterans who did not take advantage of the GI bill or used only part of their GI bill entitlement.

The Veterans of Foreign Wars supports the purpose and intent of these bills as one approach to the resolution of a very serious problem for a large number of veterans who are presently unemployed or may become unemployed.

These, Mr. Chairman, are the views of the Veterans of Foreign Wars regarding these more than 40 educational bills before you. It is hoped that the mandates and views of the Veterans of Foreign Wars regarding this legislation will be favorably considered and embodied in any bills that you may report to your full committee for consideration and approval.

Thank you very much.

Mr. DANIELSON. Thank you, Mr. Stover.

Mr. Edwards?

Mr. EDWARDS. I thank you, Mr. Stover, but I have no questions.

Mr. DANIELSON. Mr. Walsh?

Mr. WALSH. Mr. Stover, I have only one question. I get the theme running through all of the testimony here today, and it seemed to me to be pretty predominant, that the Vietnam veteran has gotten a far worse shake than other veterans; is that the way you feel?

Mr. STOVER. Yes; well, I don't say they are in far worse shape, but I think it is fair to say this about Vietnam veterans. The question that has to be decided is whether Vietnam veterans receive comparable GI bill and readjustment assistance, and I am not in a position to say whether they are or are not. It just seems to be a very debatable conclusion.

I know in the Senate, for example, last year many Senators felt that a single veteran in full-time training should be receiving at least $250 a month. Well, such a veteran is presently receiving $220.

You hear statements that readjustment assistance should be much higher than $220. I think this is pretty prevalent, that this is a question that has to be decided. I think the law in the last Congress went a long way toward achieving comparability, at least bringing it a lot closer than before.

Mr. DANIELSON. Thank you very much, Mr. Stover, for your presentation. The resolution to which you made reference will be placed in the record at this point.

[The resolution follows:]

VETERANS OF FOREIGN WARS RESOLUTIONS

Resolution No. 615—Adopted at the 73d National Convention of the Veterans of Foreign Wars of the United States held in Minneapolis, Minn., Aug. 18 through 25, 1972.

VETERANS ADMINISTRATION EDUCATION BENEFITS

Whereas, increased benefits and other program amendments are essential to foster greater participation of veteran eligibles in education and training programs administered by the Veterans Administration; now: Therefore be it

Resolved, By the 73rd National Convention of the Veterans of Foreign Wars of the United States, that we seek approval of the following recommendations by administrative changes or legislation, as applicable:

1. Authorize adequate increases in allowances for all educational programs administered by the Veterans Administration.
2. Establish age 31 as the uniform termination age for all children's entitlement under Chapter 35, Title 38, U.S.C.
3. Require as a condition of approval that proprietary schools post a bond sufficient to assure that veterans will not lose the cost of a program of education in the event that the school becomes bankrupt or discontinues operation for any reason.
4. Authorize advance payment of educational allowance not in excess of the amount payable for 3 months 10 days prior to indicated date of institutional enrollment.
5. Authorize apprenticeship, on-the-job training and correspondence courses to wives and widows entitled to training under Chapter 35, Title 38, U.S.C.

Resolution No. 621—Adopted at the 73d National Convention of the Veterans of Foreign Wars of the United States held in Minneapolis, Minn., Aug. 18 through 25, 1972.

EXTENSION OF TIME LIMITS FOR EDUCATIONAL BENEFITS

Whereas, the World War II GI Bill allowed time to complete a college education with pay if it was started within 8 years of separation date but the present bill only allows completion of the semester in which this same 8 year limit runs out, which is essentially a 50% reduction of time limits; and

Whereas, the impact of automation of present times as opposed to the post WWII era demands more detailed planning, and since one should simultaneously make adequate financial preparation, up to 3 years of preparation prior to investment of several years of ones life is often extremely well advised; and

Whereas, time limits should also allow for needs of corrective, refresher, or high school courses; 3 months delay for payments to begin with regular delays each fall; that with no other outside help, even with several years savings minimal living standards for many will require a 20 hour work week with less than a 75% load or pay rate; and that 8 units for 7½ year completion instead of 15 for 4 years completion still average a 24 hour school week with a significant increase for a technical objective; and

Whereas, especially for a technical objective, this time pressure can lead to a hurried, inferior education; and the added versatility allowed by a sufficient time can widely allow a well retained, penetrant knowledge with lasting employment at no extra cost other than that added time; creating more jobs and not just more jobless benefits; now: Therefore be it

Resolved, By the 73rd National Convention of the Veterans of Foreign Wars of the United States, that we strongly urge legislation to allow the same time limits for educational benefits in our preesnt GI Bill as were allowed in the WWII GI Bill; and be it further

Resolved, That any veteran who can prove a reasonable hardship such as being necessarily the sole support as a head of a household, who has clearly demonstrated his ability to progress by above average grades, be allowed up to 8 years from his enrollment in college provided he can show a practical need for extra time and that he is in pursuit of an objective that will be useful to our economy.

Resolution No. 638—Adopted at the 73d National Convention of the Veterans of Foreign Wars of the United States held in Minneapolis, Minn., Aug. 18 through 25, 1972

TUITION AND BOOK FEES FOR VIETNAM VETERANS

Whereas, it is generally recognized that veterans of WWII, who received educational training or rehabilitation under Public Law 346 or Public Law 16, are now among some of the Nation's largest taxpayers; and

Whereas, the monies expended by the Government of the United States after WWII and the Korean Conflict to train, educate and rehabilitate the veterans of those two conflicts was a sound investment, as well as paying a debt of gratitude to the war heroes of that time; and

Whereas, inflation and the ever rising costs of living have caused many of our returning Vietnam veterans to be unable to take advantage of the present day education and rehabilitation programs offered by the Veterans Administration; now: Therefore be it

Resolved, By the 73d National Convention of the Veterans of Foreign Wars of the United States, that in addition to the subsistence allowance paid to the veterans of the Vietnam Conflict, for educational benefits, there shall be paid, by the Veterans Administration, the costs of tuition, books and other materials needed by the veteran, so that the amount of the subsistence allowance may be used for living expenses; and be it further

Resolved, That the length of eligibility be extended to forty-two school months.

Resolution No. 730—Adopted at the 73d National Convention of the Veterans of Foreign Wars of the United States held in Minneapolis, Minn., Aug. 18 through 25, 1972

IMPROVE GI BILL ASSISTANCE

Whereas, the Veterans of Foreign Wars was the leading organization and spokesman which culminated in Congressional approval of the Cold War and Vietnam GI Bill of 1966 which authorized a full range of readjustment assistance to veterans who have served in the Armed Forces since the official end of the Korean Conflict January 31, 1955; and

Whereas, the GI Bill of 1966 did not authorize levels of assistance comparable to the levels of assistance authorized for veterans of World War II; and

Whereas, the Veterans of Foreign Wars has been successful in gaining Congressional approval since 1966 of several amendments including increased rates; and

Whereas, there is presently under active consideration in the 92d Congress H. R. 12828, which will substantially carry out the long-held objective of the Veterans of Foreign Wars that Vietnam veterans should be provided levels of readjustment assistance accorded to veterans of previous wars; now: Therefore be it

Resolved, By the 73d National Convention of the Veterans of Foreign Wars of the United States, that the V.F.W. continue to extend its most vigorous and total efforts in support of legislation which will achieve the long-held goal of the Veterans of Foreign Wars that the Vietnam veteran should be provided at least the same level of readjustment assistance as was provided veterans of previous wars.

Resolution No. 678—Adopted at the 73d National Convention of the Veterans of Foreign Wars of the United States held in Minneapolis, Minn., Aug. 28 through 25, 1972.

VA TO INVESTIGATE CORRESPONDENCE COURSES

Whereas, it appears that there are numerous unethical practices occurring in certain educational programs approved by the Veterans Administration; and

Whereas, it appears that some educational courses are being partially misrepresented by the schools offering the courses; and

Whereas, it appears that the Veterans Administration is making excessive payments to certain schools for courses for truck drivers, heavy duty equipment operators, insurance adjusters, motel training and the like; now: Therefore, be it

***Resolved*, By the 73rd National Convention of the Veterans of Foreign Wars of the United States, that the Veterans Administration investigate correspondence courses and take action to disapprove where it appears that the veteran is not receiving benefits commensurate with the money expended.**

STATEMENT OF RONEY HARTLEY, NATIONAL LEGISLATIVE DIRECTOR, ACCOMPANIED BY ARTHUR W. PETERSON, NATIONAL SERVICE OFFICER, AMERICAN VETERANS OF WORLD WAR II, KOREA, AND VIETNAM

Mr. DANIELSON. Our next witness is Mr. Roney Hartley, national service and legislative director of the AMVETS. Will you come forward, please?

Mr. HARTLEY. Mr. Chairman, at this time, I would like to introduce Mr. Arthur W. Peterson, national service officer and a State legislative liaison officer from Tennessee.

Mr. DANIELSON. We are happy to have you here.

Mr. HARTLEY. Mr. Chairman and members of this Subcommittee on Education and Training: We of AMVETS, wish to thank you for this opportunity to present the position of this organization on legislation, now under consideration.

The importance attached to veterans educational and training programs are greatly demonstrated by the numerous bills which have been introduced to this subcommittee for consideration.

AMVETS, fully realizing the importance of developing training programs, which would further an individuals potentials, or enhance his employment opportunities, can greatly appreciate the time and efforts expended in developing, formulating this needed legislation for the betterment of this Nation's veterans.

The GI bill provides educational and training opportunities to eligible veterans and dependents, which of course is designed to aid not only the college-oriented individuals, but also those who wish to receive technical or vocational training.

We strongly believe that the educational benefits, earned by American veterans who served in the active military service, should not be limited to a specific or allocated time.

Therefore, we urge this subcommittee to thoroughly consider H.R. 2254 and identical bills (2254, 6154, 7968, 8330) which would provide an unlimited time in which to complete educational training, plus restoring educational benefits to certain World War II, Korean, post-Korean veterans who still have unused benefits.

Furthermore, it is our contention that the current law is inadequate since these VA benefits are earned by the veteran who has fought or served in our Nation's armed forces.

In addition to the previously mentioned bills, H.R. 3386, which would permit certain veterans up to 9 months of educational assistance for the purpose of pursuing retraining or refresher courses.

As noted in this bill, the veteran must have been discharged from active military service and attained the age of 50 years, who must have been eligible for educational assistance under one of the VA education bills, and must need this retraining due to technical changes in his vocation or profession.

It is felt that the enactment of this bill would not only benefit our Nation's veterans and dependents, but in the long run would benefit our national economy and help ease the already high unemployment rates as a result of outdated or obsolete vocations due to rapid technological changes in the modern society.

AMVETS of World War II, Korea, and Vietnam strongly feel that payments directly to an institution or training station should be greatly avoided. Furthermore, VA benefits must be kept on nondiscriminatory basis—so therefore, the period of service should be the determining factor on receiving benefits rather than areas where the veteran may have served.

We would not like to reiterate AMVETS' concern for the widows and wives of American veterans. Therefore, H.R. 3433, which would amend title 38 U.S.C., to extend the educational benefits for chapter 35—trainees to 48 months and to allow additional educational benefits for certain wives and widows, allowing educational assistance to orphans or children of service-connected or deceased veterans under 35, is highly recommended.

In conclusion, we firmly believe that Federal investment in the training and education of our Nation's veterans and their dependents is a wise investment in America.

Again, we would like to convey our appreciation for allowing us to present the views of AMVETS.

Mr. DANIELSON. Thank you very much, Mr. Hartley.

Mr. Edwards?

Mr. EDWARDS. My thanks to Mr. Hartley also, Mr. Chairman, I gather that the views of the AMVETS generally are not different than the views of the American Legion and presented by Mr. Golembieski. Is that correct?

Mr. HARTLEY. That is correct.

Mr. EDWARDS. Thank you very much.

Mr. DANIELSON. Mr. Walsh?

Mr. WALSH. I have no questions; thank you, Mr. Chairman.

Mr. DANIELSON. Thank you very much, Mr. Hartley, for a very well prepared statement. It was a pleasure having you here.

Our last witness this morning is Mr. James M. Mayer of the National Association of Concerned Veterans.

Mr. Mayer, would you be good enough to introduce your colleagues this morning.

STATEMENT OF JAMES M. MAYER, PRESIDENT, NATIONAL ASSOCIATION OF CONCERNED VETERANS; ACCOMPANIED BY GARY L. WOOD, NACV VICE PRESIDENT OF EXTERNAL AFFAIRS; AND JEFFRIES CAREY, MARYLAND NACV STATE COORDINATOR

Mr. MAYER. Yes. On my left is Jeff Carey, he is the Maryland national State coordinator, and on my right is the NACV vice president of external affairs, Mr. Gary L. Wood.

Mr. DANIELSON. We welcome you all.

Mr. MAYER. Thank you, sir. We really appreciate the opportunity to express our views.

With the chairman's permission I would like to quickly go through the entire statement because I feel we have enough time.

Mr. DANIELSON. Go right ahead.

Mr. Mayer. Mr. Chairman and members of the subcommittee, the NACV is very pleased to testify today on the subject of veteran education and training assistance. We thank you for this opportunity.

I am accompanied by Mr. Gary L. Wood and Mr. Jeffries Carey. Mr. Wood is the NACV vice president of external affairs, and the director of Pennsylvania's program to advance veterans education. Mr. Carey is the Maryland NACV State coordinator.

During the past year, despite a lack of funds and the NACV officers continuing to serve on a volunteer basis, our membership has grown tremendously to 200 dues-paying clubs in 32 States.

In our many recent travels we have met with fellow Vietnam veterans, VA rank and file, educators, veterans' counselors, and community and national leaders. In these conversations, we have found one common, disturbing observation: Extensive criticisms of inadequacies within the VA and the Vietnam GI bill.

Although, much to Congress' credit, the GI bill education and training allowances were raised in October 1972; nevertheless, the fundamental issues of these benefits and services have not changed essentially since the inception of the Vietnam GI bill.

Much of the recent executive branch's statements disclaim or minimize any Vietnam veteran problem. We are continually reminded that the overall Vietnam veteran unemployment is now below that of their nonveteran counterparts. In fact, in early January outgoing Labor Secretary Hodgson personally assured President Nixon that Vietnam veteran unemployment "no longer constitutes a national problem."

On January 19, 1973, in Senate confirmation hearings new Labor Secretary Brennan told Congress:

> I think that we owe to any man or woman who serves his or her country some preference, and especially these young men who are coming back at a time when unemployment may be in some areas due to the changeover from war to peace * * * I think we owe it to them and I have been involved in that right now, and I would certainly like to do it in a bigger way.

Since then, the unemployment rate of the 20- to 24-year-old veterans has soared to 10.5 percent. Also, Lou Harris estimates that 25 percent of the unemployed Vietnam veterans are not reflected in the BLS statistics. Mr. Harris also points out that only about 4 percent of all Vietnam era veterans are materially helped by local public employment agencies.

The rises in the cost of food, rent, transportation, and tuition have allowed today's veteran to barely gain ground on the buying power of 1970. The Consumer Price Index has risen from 1970's 116.3 to 132 as of July 21, 1973. Inflation has unfortunately thwarted Congress' intent of having the subsistence allowances contribute more to the cost of education.

GI bill allowances are still below the Federal standards of poverty, and below many States' unemployment compensations. Today's benefits still offer much less than its World War II counterpart, which covered the cost of education and subsistence. To state it briefly, the Vietnam veteran finds neither parity nor equity.

Most Vietnam veterans come from economic backgrounds that can least afford an education. According to a VA study in Pittsburgh:

> * * * perhaps most Vietnam veterans * * * are sons of older veterans who failed to take advantage of their educational benefits after World War II.

Thus all of the identifying data collected in this study confirm the thesis that the conflict in Vietnam is a "poor man's" war. An additional and ironic fact inferrable from the data is that the socioeconomic status of the participants in the present war appears to be linked to unused benefits of a previous war.

Accordingly, the Office of Education estimates that 61.8 percent of America's high school graduates of 1970 entered college, while only 25 percent of the Vietnam veterans do so.

Today, America has a new perspective on the Vietnam veterans. Vietnam peace agreements have been signed. Our POW's have been returned and have received a symbolic White House dinner. Gala welcome-home celebrations have been held for these veterans in many major cities.

But now, the majority of Vietnam veterans, uniquely overlooked while the war raged, seem to be a casualty of many Americans' desire to forget the entire, often traumatic Vietnam conflict.

In the past few months, Vietnam veterans have faced White House Office of Management and Budget proposed disability rating reductions, VA fiscal year 1974 budget cuts, and administration opposition to the continuance of the public employment program (PEP), leaving a questionable future for 60,000 currently employed Vietnam veterans.

Mr. DANIELSON. Do you mean your currently employed or currently unemployed?

Mr. MAYER. Currently employed under the PEP program.

Mr. DANIELSON. Thank you; under the PEP program.

Mr. MAYER. Earlier this year, the NACV was forced to go to Federal court to win the release of $25 million of congressionally appropriated, Office of Education, veterans' cost of instruction funds. Also, the VA did not comply with Public Law 92–540; VA did not produce the education-benefit study due this last April.

Three hundred young veteran delegates attended the sixth annual NACV convention in Phoenix, Ariz., from April 10–13. The low level of benefits and the Federal Government's response not only perplexed these young veterans, but caused distress and anger for many. In terms of these issues, many of the Vietnam veterans are losing faith in the very administration they served.

The following legislative recommendations come from those young veterans—the consumers themselves, if you will. Our first recommendation was mentioned in earlier testimony by the American Legion, the AMVETS, and VFW.

1. Up to $1,000 per year should be provided for Vietnam era veterans to supplement the subsistence allowance of veterans to pay in part for educational costs at public and private institutions of higher learning.

2. An automatic cost-of-living increase in subsistence allowances, based on the Consumer Price Index, should be instituted, to ameliorate the fiscal crisis of the veteran.

3. As a result of both the low level of benefits, and the absence of effective services, many veterans who could have benefited from the GI bill did not. For many of these veterans, May 31, 1974, signals the end of their eligibility.

To insure that they have the opportunity of completing or initiating a program of education or training, the period of eligibility should be extended by at least 4 years.

4. In the course of a 1972 NACV study, done in 10 States, 50 percent of the veterans interviewed indicated that they would not be able to obtain a degree within the 36 months of entitlement.

Also, 6 out of 10 veterans interviewed stated that graduate work was necessary in their chosen field. The World War II GI bill did allow up to 48 months of entitlement.

Therefore, the NACV recommends that it is highly appropriate that the entitlement period be extended to 48 months.

5. The return to the World War II option of accelerated payments will widen the scope of opportunities for the Vietnam era veterans. This provision would allow veterans to attend the higher priced institutions. However, precautionary measures should be initiated so as to discourage unnecessary draining of the veteran's entitlement.

6. The creation of a direct Federal loan program should be considered in response to the spiraling costs of education.

The NACV further suggests:

1. Any service-connected disability should be entitlement for vocational rehabilitation as was the case after World War II.

2. Because of the estimated high unemployment among disabled veterans and the low participation rate in vocational rehabilitation, NACV believes that the eligibility period for these benefits should be extended by 4 years.

3. Reservists and National Guard personnel who were called to active duty during the Vietnam era should be able to apply their entry and original training time to their entitlement. This suggestion would only apply to those with service in a combat zone during the Vietnam era.

4. Section 1888 of Title 38 requires a minimum of 30 clock hours attendance per week for veterans in technical courses involving shop practice. However, veterans studying for a degree are required only 12 hours attendance per week.

The NACV does not support this obvious discrimination, which causes undue burdens on veterans enrolled in technical courses.

5. The NACV supports the concept of a VA task force with effective Vietnam veteran representatives. We have long supported the peer-group concept. And, direct input to the top levels of the VA is not only desirable, but necessary.

Again, Mr. Chairman and members of the subcommittee, thank you for an opportunity to express our views and for your consideration.

I should like to point out that attached to the testimony, Mr. Chairman, we have a set of, actually four pages of statistics that show from a NACV special report done in December 1972, showing the dollar outlays given to each State under the GI bill and we compiled this from Veterans' Administration statistics and the Federal outlay publication of OEO.

Lastly, attached to the testimony is an article concerning the current recommendations of the Carnegie Commission on Higher Education which we find very interesting. The Carnegie Commission, in trying to come about with an answer or a corrective measure to equalize the tuition rates between the public and private institutions of higher education, has suggested that the public colleges increase their tuition rates at twice their current rate every year for a decade.

I don't know how much influence this is going to carry with the public institutions, but my experience has taught me that the Carnegie Commission is a very influential body within the higher education system in America.

That is the end of our formal presentation.

Mr. DANIELSON. Thank you very much. Mr. Edwards?

Mr. EDWARDS. Thank you, Mr. Chairman.

Mr. Mayer, what is the National Association of Concerned Veterans?

Mr. MAYER. I meant to note that in the beginning, sir. Until April of this year, our name was the National Association of Collegiate Veterans. We have been in existence since 1968 and we started in Minnesota. We believe we are a unique Vietnam veterans' organization. We take no stand on the war, no stand on foreign policy or even amnesty. We are strictly benefit-oriented and by that manner we have gained a good number of individual veterans from political beliefs of the left, right, and middle—everyone who is interested in getting better benefits and becoming self-supporting, taxpaying citizens.

Our membership is based on a campus and vocational technical clubs and we are on approximately 200 campuses today, sir.

Mr. EDWARDS. Well, it is certainly a worthy organization and I am glad to learn more about it. I have thought for a long time that the other veterans' organizations were probably making a mistake in always taking the same hard line in any war, any involvement overseas. This is a line which I don't think did them—in the long haul, nationwide—any good with the younger veterans. I think your philosophy is most generous and you used good judgment.

It is very disturbing that the Office of Education estimates that 61.8 percent of America's 1970 high school graduates entered college, while only 25 percent of the Vietnam veterans did so. Is that a correct statement, that only 25 percent of the Vietnam Veterans go to college and yet nearly 62 percent of all those graduating from high school go on to college?

Mr. MAYER. Yes, that is correct. The 61.8 percent figure was revealed testimony of Mr. Olney B. Owens of the Senate subcommitte hearings on education and training last year in the 92d Congress.

The 25-percent Vietnam figure is an estimate. The last figures I saw on VA rates on veterans in higher learning was 24.4 percent as of April 1973. So, I guess I gave them the benefit of the doubt with 25 percent.

Mr. EDWARDS. They did not do a good job in encouraging or helping Vietnam veterans going on to higher education.

Mr. MAYER. I think to be fair, the VA and a number of other governmental agencies have increased their efforts and have a somewhat better attitude toward the young veterans. But I think the crux of the whole matter is the point in our testimony that the background that the Vietnam veterans come from—many of the draftees became draftees for the simple fact they couldn't afford to be in school and get a deferment—and their monetary needs are much higher than the average population.

Mr. EDWARDS. Well, I am rather familiar with those facts, as is our chairman, because we come from a State which, for example, has a greater number of citizens of Mexican-American background who did more than their share in a very heroic way in the Vietnam war than do most States. They just happen to have a magnificent record, which leads to my next question.

Of the veterans in the 20 to 24 age group, your testimony is that presently the unemployment rate is 10.5 percent. What would it be in the 20 to 24 year old Vietnam veteran group that is black and brown or either?

Mr. MAYER. I have not seen any estimates from BLS on the subject, but representative groups like the Urban League, Urban Coalition, and other groups I have talked to estimate that ethnic minority veteran unemployment—in terms of blacks, Puerto Ricans, and Chicano veterans—is much higher than that of the overall rate of the 20- to 24-year-old veterans.

I think in general terms, the phrase "depression-like levels" of unemployment exist for young veterans of ethnic minorities.

Mr. EDWARDS. I don't know, Mr. Chairman, if the Veterans Administration ever made a study of what happens to, for example, brown veterans. I know that they have made a very fine contribution, and I wonder if we should not ask and find out perhaps if there is a serious inequity going on which this committee is not informed about.

I don't have any further questions. Your statement is greatly appreciated, Mr. Mayer.

Mr. MAYER. Thank you, sir.

Mr. DANIELSON. We are happy to have with us Congresswoman Margaret Heckler of Massachusetts.

Do you have any questions?

Mrs. HECKLER. Thank you, Mr. Chairman. I want to thank you, Mr. Mayer. I want to assure you I will read your statement in depth. I am a victim of congressional coincidental scheduling of two important committees for the last 2 days and consequently had to be over in my other committee.

I am very concerned about the problem of Vietnam veterans, and specifically with regard to the psychological burdens that this veteran has endured. These have been unusually great because our society was not totally supportive of the war effort and therefore, the veterans who returned home were not the conquering heroes as were the veterans of World War II. Also on college campuses many of the Vietnam veterans have suffered a great deal of derision.

In fact, it is my information that some of them make it a point not to indicate their Vietnam service, or don't mention it. Is that your experience also?

Mr. MAYER. Yes.

Mrs. HECKLER. Because of the psychological climate. I think it is terribly important that they be extended the same opportunities as other veterans. I have voted for benefits for veterans simply because I wanted them to be used and I thought they would be serving their needs, but they are not being realized and I am very disappointed.

I see, from my perusal of the statement, that you haven't mentioned the fact that the funds which have been appropriated were not available. I wonder whether or not we are actually reaching the returning veterans, with sufficient information on the benefits that are available to them? Do you have any comment on this?

Mr. MAYER. I would like to let Mr. Wood answer that.

Mr. WOOD. I think the reason Jim wants me to answer, as mentioned earlier, I am involved with a program that deals directly with veterans in Pennsylvania and that has been our mainstay in the past few years in keeping the organization running. Our main task is providing as much information to individual veterans as we possibly can about the benefits that are available, and doing things to help him get along the road and do the paperwork.

Mrs. HECKLER. May I ask what is the methodology of reaching the veteran?

Mr. WOOD. The methodology is we know who the veterans are and we have a list that we publish, and we have 60 peer counseling outreach centers in the State of Pennsylvania that are operated mainly from college campuses by student veterans, who are studying under the GI bill, on a part-time basis. We have full-time supervisory technical assistance, but the total population of our program is Vietnam veterans.

We do a number of things. One, we do individual peer counseling, that is we go out and find the veteran and sit down and talk to him as an individual.

Mrs. HECKLER. May I interject something here? You then at the outset deal with veterans who already know they have benefits because they are on college campuses.

Mr. WOOD. No, we utilize those people to provide information to the ones that don't know.

Mrs. HECKLER. I see.

Mr. WOOD. The idea being, if I have gone through the situation, then I can explain it to you and maybe serve as an example and encourage you to take advantage of it also. We do this in a number of ways, such as individual contacting, and we also hold what we call educational services, which are similar to job seminars where we invite 15 to 20 schools into one location and invite 50 to 100 veterans in to talk to all different schools and find out what is available through PAVE.

Mrs. HECKLER. What is the title of the program?

Mr. WOOD. PAVE, Pennsylvania Program for Advanced Veterans Education.

We found that, first, the Vietnam veterans don't know that they have the GI bill, or they know but aren't aware of what the levels are because it constantly changes or unaware of all procedures they must go through in order to get regular payments from the Veterans Administration.

There is a number of different steps to be followed in order that the checks may come in regularly. Also, I think a lot of the veterans are unaware of what kind of educational opportunities are available, and that it is information we try to provide to them.

We are a voluntary organization, so I think it might be some indication that the regular governmental agencies have been possibly lax in this area. If not lax, I think one of the other problems that you mentioned and touched on about the feeling of the Vietnam veteran to other people or the society here, I think that carries over to governmental agencies too is some feeling that we have been promised certain things when we get out, or we expected certain things whenever we did come home and the first time it is not there you get a bad taste in your mouth. And the second time it happens, the taste gets worse and the third time, they don't want to deal with the governmental agency. I think a lot of veterans are turned off because of that, because when you come home, the immediate interest is to get back in and start doing something.

In many cases, because of the job situation or because of the fact you don't have the educational requirements for a job, or what have you, that extend over a long period of time and the longer you wait, the more frustrated you become.

We found that the only way, the only solid way to deal with that problem is to use other Vietnam veterans who have been through the experience that can sit down and relate to the individual and don't carry the perspective of, you know, "Here we are, we are going to do all of these things for you" and months later, nothing has happened.

Mrs. **Heckler.** I do know the Director of the Veterans Administration has a genuine interest in the Vietnam veterans and, as you mentioned, it is quite possible that part of the lack of success in a number of cases is because the VA's open efforts are not about to be received and there are so many unusual barriers today in relation to the Vietnam veterans.

I am also concerned about the veteran who might not be qualified to go to college. I think that we have had an overemphasis on college training in this country and that at the same time, we have neglected the value of other career opportunities.

Now, what about the vocational training of the veteran who would not go to college, but could be very successful if he is given an opportunity to have vocational training? Does your organization have anything to look forward to for them?

Mr. **Wood.** For instance, last night before I came here, I was in Chester, Pa., and we ran a PAVE night and I was down for it. I think of the 20 schools there, only 5 were colleges and the other 15 were either correspondence schools, private trade or technical schools.

We have some area vocational technical schools and public high schools that offer vocational and technical courses on the adult level, or post-secondary level. Yes, I tend to agree with your statement that perhaps college has been overstressed. I think it might be a better way to put it, is that the college has been the only thing that has been stressed and not necessarily overstressed, but nobody said anything about vocational technical education.

Mrs. **Heckler.** Of course, college provided the means whereby the more affluent young men who wished to avoid being drafted could do so legitimately for a number of years under our laws.

Mr. **Wood.** I think the recent student population statistics that the American Council of Education published show in Pennsylvania that the male population in the schools of Pennsylvania has dropped significantly since the close of the war, and I think there is a direct correlation between the fact there were a large number of males in college during the Vietnam war, and the sole purpose was to avoid the draft.

Mr. **Mayer.** I might add, if I may, at our last convention, Congresswoman, prior to April, we had the name of the National Association of Collegiate Veterans, and it was along the line of this discussion that the name was changed.

The delegates at the convention were aware of the apparent eletism of "Collegiate," and the new name was the only answer. By the same token, I think the Office of Education the 1970 college entrance figures, of 81 percent for all high school graduates and only 25 percent for the veterans, do so lead us to always strive for the point that the returning veteran has at least as much chance to go to college as those who stayed here.

Mrs. Heckler. I believe the returning veteran should have that opportunity, but I also believe in the dignity of every man and also the dignity of every position, that a job well performed is worth the respect of society. I think it is a great mistake to put everything in the same mold. I think there are too many people here and everywhere who were forced to go to college when they could have been more effective and happier doing something else.

I would like to ask you an overall question. What recommendations would you specifically make for the Veterans' Administration to improve their service to your veterans?

Of course, the obvious answer is money, but, as you know, the VA is a victim of the budget.

Mr. Mayer. I can think of two worth mentioning, and then will turn to Jeff or Gary, if they have comments. First of all, the peer group concept, which Gary touched on. The peer group concept is being of the same age group and having the same experiences as the parties you are dealing with.

In other words, I would encourage the VA to put into positions, in the VA, having daily contact with the returning veterans, more Vietnam era veterans who have been through the same experiences and know what is happening, and know the language of today, and can relate in similar terms.

Secondly, I heard a conversation the other day, and it was relayed secondhand to me that the vice president of a well-known advertising agency had taken a close look at the VA's media messages about returning veterans benefits, and he indicated they were not very good. The ads were somewhat out of touch with the vernacular of today, and the values of today's young returning veterans. I think that, not always, but in many cases, the VA has fallen into a position that all veterans are alike—World War II, Korea, and Vietnam veterans and should be dealt with in the same time-proven ways.

Our experience has taught us that innovative approaches work very well with the returning veteran. I don't know if Jeff or Gary have anything to add.

Mr. Carey. If I may, I would like to read a short statement which I published in my news release for open hearings we had in Baltimore a couple of weeks ago.

Mr. Danielson. Tell us how long it is, because we have only 7 minutes.

Mr. Carey. It is just two paragraphs, Mr. Chairman.

> Vietnam era veterans have found themselves caught in a generation gap that has broken down the communications between those who need help and the agencies equipped to supply the help.
>
> This gap in communications centers around the Vietnam era veteran who many say are a special breed of veteran. He has not in his own mind received the thanks for his service and feels like the forgotten citizen.
>
> Traditional methods of reaching the veterans have not worked. Letters are disregarded, calls are avoided and the veterans, his friends and family simply do not know that is available or what to do regarding employment, education, role in society, as well as benefits and opportunities.
>
> Veterans do not want to be treated as problems, nor do they expect handouts or charity. They just want to be treated as persons who have problems and given a chance to earn their living and find their rightful place in this society.

The Vietnam era veteran needs help in sorting out his problems and recognizing that these problems can be overcome. Throughout the country, various programs have originated using veterans who have overcome their own problems to help other veterans.

Traditional agencies such as the VA are not avoiding the Vietnam era veterans. They simply are not getting a response. We feel that the veteran to veteran interaction will bridge the communication gap and also eliminate the frustrations and the lack of confidence in these agencies by the veteran.

Now, I think, as Mr. Mayer and Mr. Wood pointed out, the veteran has to deal with the veteran, so the best way to get to the veterans outside is by veterans who have gone through it.

Mrs. HECKLER. You are thinking of the peer group?

Mr. CAREY. Right.

Mrs. HECKLER. I think you made an excellent suggestion and that it is a very excellent statement. I know the Administrator is deeply interested in the Vietnam veteran. Many times people wish to be effective and wish to be helpful and fail without knowing why. You have given me some of the whys.

I appreciate your candor and I hope to make some effective changes. I certainly will try. Thank you very much.

Mr. MAYER. I have one footnote. Current statistics show 19,000 Vietnam era veterans have been hired by the VA. We have ourselves not been able to ascertain what positions the Vietnam veterans are going to. We would like to know, are they going to positions of day-to-day contact that Gary and Jeff and I mentioned?

Mrs. HECKLER. I will go along with that question. I have many other questions, but due to time I will not ask them.

Mr. DANIELSON. Thank you. Mr. Zwach?

Mr. ZWACH. Thank you, Mr. Chairman. I join the other members in welcoming you to this committee and I am sure that the other members will agree with me that our lines of communication are open fully to all veterans, and that we want very much to hear from them.

Now, of necessity, I was called out of the room because of another responsibility while your testimony was being presented, but I have it here and you may be sure that I shall read it carefully and weigh it and give it careful consideration.

I think our time is about up, Mr. Chairman. But I want you to know that I appreciate your Vietnam men coming directly to us. I think it can't help but result in some good here. Thank you very much.

Mr. DANIELSON. Thank you, Mr. Zwach. I have one question I think we can cover here. I was looking at the chart appended to your statement, particularly the first and second charts, "GI Bill Payments by States."

Can you tell me whether these statistics reflect payments to students attending schools, for example, in Arizona, which is number one, or number three, or is it Arizona students or Arizona veterans no matter where they attend schools?

Mr. MAYER. No, I am not familiar enough with the Federal outlay on that, but I believe, and I could be corrected on it, it is those veterans going to school in Arizona.

Mr. DANIELSON. Regardless of whether their domicile is in Massachusetts, Minnesota, Nebraska, or where; is that correct?

Mr. MAYER. Yes, sir.

Mr. DANIELSON. I would think so. Arizona it would seem almost impossible would be the highest dollar recipient with only $51,000.

Mr. **Mayer.** No, sir; the chart is not to show who gets the most money on a State basis, but it is breaking it down per 10,000 Vietnam era veterans, how much money they get on that basis.

Mr. **Danielson.** My position being, however, if you have 51,000 Vietnam era veterans in Arizona but $5,380,000 has been spent per 10,000 as opposed to $1,490,000 in West Virginia, it begs the question of whether or not these are payments to students attending school in Arizona or to Arizona veterans. Do you follow my question?

Mr. **Mayer.** I think I understand you now. This is per 10,000 Vietnam era veterans, that is, that State's veterans. They are not necessarily in school. I misunderstood you at first. This is the total Vietnam population.

Mr. **Danielson.** This is 51,000, for example, for Arizona?

Mr. **Mayer.** Yes. That does not necessarily mean per veterans in school, that 51,000.

Mr. **Danielson.** I see.

Mr. **Mayer.** That is the total population.

Mr. **Danielson.** Right, but the $5,380,000 per 10,000 would not necessarily mean that that money would be like $25 million of 51,000 veterans but it means money spent on the GI bill students who are attending school in Arizona?

Mr. **Mayer.** Yes, sir.

Mr. **Danielson.** Thank you very much. If there are no further questions?

Mr. **Zwach.** Mr. Chairman, I have just one question. It seems to me as I recall that your organization originated in a town called Mankato, Minn., is that right?

Mr. **Mayer.** Yes.

Mr. **Zwach.** I have had communication with these folks, and although it is not my congressional district, it is close by, and I just wanted to be certain that this is the same organization.

Mr. **Mayer.** Yes, sir. If I might add, we still continue the same way we did when we started. The organization is very broke and all of the officers serve on a volunteer basis.

Mr. **Danielson.** The committee has received statements from a number of authors of bills and from the National Association of State Approving Agencies. The members' statements, without objection, will be placed in the record at this point, as though read, to be followed by the statement from the State Approving Agencies Association.

[The material follows:]

STATEMENT BY HON. JAMES G. O'HARA, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MICHIGAN, ON H.R. 3843 AND H.R. 9147

Mr. **O'Hara.** Mr. Chairman and Members of the Subcommittee, I appreciate the fact that the Subcommittee is holding hearings on the question of how best to make G.I. Bill educational benefits available to the greatest number of young men and women who have served their nation in its armed forces. I particularly appreciate this opportunity to testify in support of my own bill, H.R. 3843, which would reinstate unused G.I. Bill of Rights educational benefits for veterans of World War II and Korea; and in support of H.R. 9147, which I co-sponsored, which would remove the time limitations now imposed on current beneficiaries of G.I. educational benefits.

Many Americans, Mr. Chairman, tend to take for granted the fact that higher education is available to millions of young Americans, and that it is an integral part of the American way of life. The fact is, however, that the expansion of our capabilities for higher education—and the extension of their availability to a significant proportion of our population—is a matter of relatively recent vintage. There has been a revolution in higher education over the last generation, and this revolution can be traced more directly to the G.I. Bill of Rights than to any other single legislative act. It has been said, Mr. Chairman, that the G.I. Bill was one of the most far-reaching measures ever enacted by the Congress, and I quite agree.

Prior to World War II, ours was a society in which a college education was available to only a relatively few Americans—the well-to-do. To be sure, they were joined in the halls of our institutions of higher education by the exceptional scholar and the exceptional athlete, without regard to their economic station. But the fact is that, for the most part, college students were from families of substantial economic means.

The enactment of the G.I. Bill of Rights helped change all that—helped transform this country into a society in which a college degree now is something for which any intelligent, ambitious young American—without regard to his economic station in life—can legitimately aspire. By helping millions of veterans who had served the cause of democracy, we brought democracy to higher education, with blue-collar mingling with blue-blood in the halls of our institutions of higher learning.

To a large extent, I think, the G.I. Bill of Rights paved the way for all of the advances in higher education which have taken place over the intervening years. The G.I. Bill said, in effect, that it didn't care if you were rich or poor; if you were black, white or brown; if you were male or female. The G.I. Bill said that, if you qualified for educational benefits, you could apply for them—and as long as you could continue to meet the standards set by the school, you could use those benefits for as long a period as your time in the armed services entitled you. This free and open approach to equality in educational opportunity has largely characterized our other higher education legislative actions since that time.

According to the Veterans Administration, nearly 8½ million young Americans used some or all of their entitlement under the World War II legislation, and another 2½ million did the same thing following the Korean conflict. On the basis of those bare statistics, Mr. Chairman, it would be hard to say how many of these young men and women changed their lives because of that opportunity, although we all know that the Congress, the various echelons of government, the executive suites of industry, and the offices of the professions and the academic world are, today, heavily populated with beneficiaries of the educational provisions of the G.I. Bill of Rights.

That's one side of the coin, Mr. Chairman. The other side concerns those veterans who either did not use their G.I. Bill educational benefits at all after World War II, or used only part of their entitlement. The best figures that I can obtain indicate that some 10 million veterans of these previous wars fall into this category. These veterans are now in their late forties, or in their fifties. In a period of economic uncertainty, such as the one in which our nation finds itself today, many of these veterans, I am convinced, would welcome the opportunity to get some of the education they did not get earlier in life. Restoration of any unused entitlement for educational benefits would make it possible for these veterans to learn new skills so that they would better fit into the changing times through which we are passing. Others could use this opportunity to refurbish their professional skills, making them more valuable to their community. Still others could put this educational opportunity to good advantage in order to ease their way into retirement with new intellectual horizons opening up to them.

I am aware, Mr. Chairman, of the objections raised by the Veterans Administration to H.R. 3843. The VA is frightened by what it assumes to be the potential cost if all of the veterans were to use all of their educational entitlement which remains unused as of this date. To my mind, it is ridiculous to assume that all of the veterans of World War II and Korea would drop whatever they're doing and rush into college—and all the VA has to go on is an assumption. The Veterans Administration has made no survey, nor does it propose one. It simply says that it could cost an enormous amount of money if we were to reinstate the entitlement to these benefits, and it throws up a smokescreen of dollars as a rationale for doing nothing.

In any event, the Veterans Administration makes no attempt to address itself to the heart of the matter—which is the fact that these veterans, by their service, earned the right to educational assistance, and that there properly should be no terminal date for the exercise of this educational right. Education is a continuing state, Mr. Chairman, and it is both arbitrary and capricious for the Veterans

Administration, or anyone else, to say that education can take place only at a certain point in an individual's life, or be lost forever.

The fact is that the VA attitude, which the Office of Management and Budget shares, is that this is a dollars-and-cents matter—and this is depressingly characteristic of this Administration. It can never, it seems, weigh proposals on the scale of where the most good potentially rests; it can see things only in terms of money—the poorest of all yardsticks on which to measure human dignity, intellectual attainment, or the common good. In education, as in few other fields, the community benefits most from a well-educated populace. To the extent that an individual's contributions to society are broadened by his educational attainments, then society benefits both directly and indirectly from the investment that went into that education.

Mr. Chairman, H.R. 3843 is similar to legislation which I introduced in the 92nd Congress. Section 4 of this bill sought to make the legislation consistent with existing statutes, and therefore it contains language conforming it to the eight-year delimitation period of Section 1662(a) of title 38, United States Code.

Since the time that I introduced H.R. 3843, I have had the privilege of cosponsoring H.R. 9147 with Mr. Breaux and other Members of the House. This bill would amend section 1662 to remove that eight-year time limitation, and would assure that educational assistance for eligible veterans would remain available until used, and I would be happy, Mr. Chairman, to have the Subcommittee modify H.R. 3843 so that it is consistent with H.R. 9147 in this respect.

I commend Mr. Breaux for offering this legislation and I am happy to join with him in its sponsorship. The bills are logically consistent, in that they would assure that educational assistance, once earned, would be available until used. We would then be applying to veterans of all generations the same right and privilege—to use their educational entitlement at any time that it would best serve them and their families, and thus best serve their community and nation.

There is logical precedent for such action, Mr. Chairman. Under the able leadership of the Committee on Veterans' Affairs, the Congress has already extended indefinitely the home-loan provisions of the World War II and Korea G.I. Bills of Rights. If the government can help a veteran buy a home at a time of his own choosing, cannot the government allow him to take his education on the same basis?

As a matter of simple equity, Mr. Chairman, I hope the Subcommittee will report favorably on both of these measures.

STATEMENT BY HON. PETER W. RODINO, JR., A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW JERSEY

Mr. RODINO. Mr. Chairman and Members of the Committee, I appreciate this opportunity to express my strong support for H.R. 8459, which I cosponsored and also to endorse other legislation designed to provide for more adequate educational benefits to Vietnam era veterans.

Today's veteran is somewhat younger than his counterpart in other wars. Eighty-two percent of the Vietnam era veterans are between twenty and twenty-nine years old. The median educational level for this group in March 1972 was 12.7 years of school. This certainly does not give the young veteran a fair chance to obtain decent, rewarding employment.

He can not successfully compete with college graduates or those who are vocationally trained if he is not provided with the tools to achieve this goal. He can not succeed if he is not helped in obtaining the education or training so vital in building a promising and fulfilling future.

Let us look at the educational benefits other war veterans have reaped. The World War II veteran had his full tuition paid plus a monthly subsistence allowance of $75. Today's single veteran receives $220 monthly but this must stretch to include tuition, books and all other living expenses. The bill I have cosponsored would provide $1,000 maximum to cover tuition, laboratory and other fees. Due to the constant climb in the cost-of-living, the amount authorized in this measure would be comparable to the aid received by World War II veterans. In addition this would allow the veteran more of a choice in determining which school can best suit his purpose. The young veteran is now almost forced to seek his education from county and state institutions, especially if he has a family to support. We have all received letters from constituents who are veterans. Those who are in school have mentioned that their grades have seriously suffered because they are forced to spend study hours working to supplement a substandard income.

We, in all good conscience, can not allow a situation like this to continue. It is imperative that we act now to insure the future of these brave young men who have sacrificed so much in order to serve their country. They should not be forced, while pursuing the career of their choice, to live on less than adequate incomes. Nor should they be forced to compromise their career goals at the expense of less than adequate education caused by a lack of financial aid.

I stress the urgency of this legislation. The veteran has had a hard enough time readjusting to civilian life. He has received less than a hero's welcome home because he served in a tragic and unpopular war. We owe it to these courageous and loyal young men to make their transition as easy as possible by offering any type of reasonable assistance that is needed. And, Mr. Chairman, it can not be denied that educational aid is crucial. Just as these young men stepped forth to help our country, our country must step forth now to help the veterans.

STATEMENT BY HON. DONALD M. FRASER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MINNESOTA

Mr. FRASER. Mr. Chairman, thank you for giving me the oportunity to testify on behalf of H.R. 9147.

This legislation would amend Title 38 of the U.S. Code to remove the time limitation within which programs of education for veterans can be completed. The bill would allow educational assistance afforded to eligible veterans to remain available until used. The bill is needed. For example, at the University of Minnesota 3,500 students are attending evening classes on the GI bill, and 1,300 of them or approximately 37% will have benefits terminated next June. A small number of the 1,300 will have completed their academic objective by that time but the majority will not.

In 1973, changing one's job several times or having a variety of interests during one's lifetime is not uncommon. It is perfectly normal. I believe evidence of that fact can be found in the enrollment in evening classes by adults at the University of Minnesota. The present enrollment is runing close to 30,000 a year.

Peter Drucker, a leading consultant to top management in business, government agencies, universities and hospitals around the world, as well as the Marie Rankin Clarke Professor of Social Sciences at Claremont Graduate school, wrote, "The most important thing that educators will have to accept within the next twenty-five years is that knowledge workers—and that is the majority today—will need a second career after middle age. They will need refresher courses and continuing education which enables them to build their own programs, vocational and non-vocational."

According to the VA, among veterans of World War II and the Korean conflict, approximately 500 million months of entitlement were allowed to expire unused. Many of these veterans did not take advantage of their education benefits because they already had a trade or skill. However, with advancing technology their profession may have become obsolete or outmoded, and further training is now necessary to make them productive members of society.

The development of potentially valuable national assets is denied the country because it is not giving its veterans the support they need, i.e., enabling them to return to school to learn a profession and make the maximum contribution to American economic life of which they are capable.

Although a great deal has been written about unemployed Vietnam-era veterans, the unemployment situation which the veterans of World War II and Korea face may be equally serious. The unemployed veteran in his 40's and 50's is faced with enormous psychological as well as economic problems. Removing the time limitation would make an effort toward relieving some of the problems faced by this particular group of veterans by restoring any unused entitlement and enabling them to start a new career.

Vietnam veterans are unique in several ways. For example, the median age of Vietnam veterans upon discharge is substantially lower than other veterans at their time of discharge. Due to the unpopularity of this war, a longer readjustment period is generally necessary. These two factors necessitate a longer delimiting period for the Vietnam veterans to reach that level of maturity, both mental and emotional, required to make those decisions leading to academic pursuits.

A precedent has been established for a period of entitlement longer than 8 years. In 1944, under P.L. 78–346, a veteran had 4 years from the date of his separation from the service in which to start his program of education and once started he was allowed a period of 9 years in which to use his period of entitlement.

The Korean Conflict GI bill (P.L. 82-550) granted a veteran a period of 3 years following his separation from service in which to commence his program of education and 8 years from the date of his discharge in which to complete his program.

By removing the time limitation within which programs of education must be completed, one of the pressures for increasing monthly benefit payments by Congress would be removed (i.e. a veteran would go to school over a long period of time—summers only, for example—and work full-time, thus being better able to support himself.)

According to the VA cost estimates, if the delimiting period were removed, the first 5-year total additional direct benefit cost would be $744.8 million. For the first full year, the additional direct benefit cost would be only $138.4 million, only 11.5% of the total VA budget and less than .05 of 1% of the total budget for FY 74. According to Senator Fulbright's book *The Pentagon Propaganda Machine*, $44 million was spent in 1971 for propaganda with 4,430 full-time employees. Perhaps some of that money and effort could well be re-directed to expanding education opportunities for veterans.

Our society seems to operate on the assumption that every degree you get is your terminal degree. The assumption seems to be that this will be the student's last exposure to learning so one has to cram in everything. But that isn't the real world. Anywhere from forty to sixty percent of students are leaving education and coming back in one way or another.

To quote again from Peter Drucker, "the idea of continuing education as the central education, instead of the acquisition of information by the young, may be utopian * * * but I think that economic necessity is, for once, on the side of utopia."

STATEMENT BY HON. JOHN M. MURPHY, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK

Mr. MURPHY. Providing benefits and programs which adequately compensate the veteran for his service to his country is an obligation which has historically been met enthusiastically by the American people. Veterans of service in this century, either during war or peacetime, have received benefits commensurate with the sacrifices they made because they have endured hardships and interruptions in their private lives in order to serve their country.

Today, however, after a controversial war in Southeast Asia, we have allowed veterans' benefits to lag behind the needs of these modern heroes who continue to answer their country's call. There are no welcoming celebrations for these returning young men, and many of them face reemployment and adjustment problems every bit as severe as those faced after World War I, World War II and Korea.

In an effort to correct this vast oversight in meeting our obligations to today's veteran, I have introduced three bills which will enable these men to receive a better education.

H.R. 8626 would amend title 38 of the United States Code to remove the time limitation within which Programs of Education for Veterans must be computed. The purpose of this legislation is obvious: The elimination of rigid timetables that serve to deny schooling for many veterans. We have chosen to extend educational benefits to these men; we should not attach provisions that will frustrate our intent.

Educational assistance should remain available until it is used. A returning veteran should be allowed the leeway to structure his life in the way that best suits him. If this means that he would like to defer his education a few years in order to build up a sound financial foundation or pay off pre-existing debts, Congress should not intervene. H.R. 8636 would enable a veteran to have the needed flexibility in determining the time for his taking advantage of his educational benefits.

H.R. 859 would permit certain training periods to be counted as active duty for purposes of entitlement to educational benefits. This change in the computation of active duty would extend schooling assistance to additional veterans who are definitely deserving. Logic compels us to treat these intensive training periods as active duty because these men are making substantial sacrifices and are patriotically serving their country. Training entails the leaving of homes, families, and jobs, as such, it should be viewed in a way that will effectively and fairly compensate the veteran.

H.R. 862, the Veterans Comprehensive Education Act of 1973, would abolish the current system of straight benefit payments to GIs and substitute direct payments by the veterans administration to schools and colleges attended by vets. This formula worked successfully after Korea, and insures that any veteran who desires to return to vocational school, college, or certain job training programs may do so. The formula also provides generous subsistence payments to veterans based on their marital status and dependent status.

Under H.R. 862 the Veterans Administration would pay veterans tuition as well as laboratory, library, health, infirmary, and other similar fees. It would also pay books, supplies, equipment, and other necessary expenses, including board and lodging. This was the intention of the present GI bill, but skyrocketing education costs have made the fixed benefits schedule inadequate and obsolete.

The veteran should be treated as a hero. He should be entitled to gratitude, respect, and understanding from his fellow countrymen. These three bills will help insure that we, as Americans, do not fail in our obligation to these brave men.

STATEMENT BY HON. PATRICIA SCHROEDER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF COLORADO

Ms. SCHROEDER. Mr. Chairman, I appreciate the opportunity to include my written testimony in the hearing report on a number of bills which would affect the complexion of veterans' education programs.

We are all aware that the cost of living has increased significantly since the end of World War II. We are also aware that the cost of higher education—the cost of tuition, books and other fees—has mushroomed. Yet, the over six million individuals who have served in the military during the Vietnam era not only pay for their living expenses, but their tuition, books and other school fees on as little as $220 per month, if they wish to obtain higher education.

The result is that the comparable percentage of Vietnam era veterans attending institutions of higher learning under the current GI Bill is lower than the percentage attending after World War II. As of April 1972, 71 months after the current GI Bill began, only 37.3% of the Vietnam era veterans had taken advantage of their benefits. The participation rate after 71 months of enactment of the World War II GI Bill was 44.9%, and after the Korean GI Bill, 39.8%.

It is apparent that the disparity between the financial aid received by veterans after World War II and the present Vietnam veteran has contributed to that reduction. The following comparison points out the clear differences between the two Bills:

WW II veteran received	Vietnam veteran receives
1. Tuition and fees up to $500 per year	1. None
2. Free books	2. None
3. GI Bill for up to 48 months	3. GI Bill for up to 36 months
4. Living stipend for single veteran of $75 per month (equal to $165 in 1973)	4. $220 per month for single veteran

The unmarried Vietnam veteran is expected to manage somehow to pay for his tuition, books, school fees, rent, food and any other living expenses on $220 per month. Perhaps this explains why the Harris poll on problems facing the Vietnam era veteran (October 1971) found that of the Vietnam veterans who had not made use of the current GI Bill, 53% said they would use the Bill *if the benefits were increased.*

Not only are fewer Vietnam veterans attending institutions of higher learning, but their choice among institutions has been severely limited. The number of veterans attending private schools has declined considerably. They simply cannot afford the expense on the current allotment.

In hearings before this subcommittee in 1971, testimony was presented which attested to this fact. Five thousand six hundred students attended Harvard between 1947 and 1948 of whom 3,326 were veterans. In 1971–72, Harvard had 6,073 students, 89 of whom were veterans. Southern Methodist University had 9,011 students in 1947–48, among them, 5,231 veterans. In 1971–72, Southern Methodist University had 10,016 students, only 505 veterans. Even considering that there were twice as many World War II veterans than veterans of Vietnam, relatively fewer Vietnam veterans are attending private schools under the GI Bill.

Certainly a good portion of this trend is due to differences in the benefit structure under the GI Bill then and now.

I believe that H.R. 8495 can do much to alleviate the disparity between the two Bills. By providing up to $1,000 per school year for tuition, books and other fees, the Vietnam veteran can then use the $220 per month stipend for the basic necessities of life. He can afford the privilege of becoming a full-time student rather than one who must sacrifice study for work to be able to make ends meet financially.

I also believe that this bill will increase the number of veterans seeking higher education and thus reduce the number on the unemployment rolls. It would increase the chances for the veterans to achieve what he now financially views as a dream. It would also provide, as it did after World War II, for the elevation of the general level of education in our society. Last, it will provide the opportunity for the veteran to raise his occupational capacity which will eventually result in his repaying the costs of his benefits to the Federal Government through higher taxes.

I have received letters from many of my constituents expressing delight in the provisions of H.R. 8495. I have enclosed two very detailed letters which strongly endorse the bill for inclusion in this report. Both Mr. Dean Phillips, Colorado State Coordinator for the National Association of Concerned Veterans, and Mr. John Aaron, President of the Colorado Association of Collegiate Veterans have corroborated the urgency of this matter. I think Mr. Phillips aptly places this bill in perspective: "It seems a bit warped when a society will encourage a veteran not to work or attend school by offering him almost twice as much money if he chooses to collect unemployment insurance."

I ask each of you to consider the future of the many young men and women who served during the Vietnam period.

I strongly urge your favorable recommendation on H.R. 8495.

NATIONAL ASSOCIATION OF CONCERNED VETERANS,
Denver, Colo., July 19, 1973.

Hon. PATRICIA SCHROEDER,
House of Representatives,
Washington, D.C.

DEAR MS. SCHROEDER: As a Vietnam Veteran and as State Coordinator for NACV, I want to thank you for co-sponsoring H.R. 8495 which is a significant step in the effort to see that the Vietnam Era GI Bill is raised to a level equal to the GI Bill that World War II Veterans received.

As you are aware, the cost of living has more than doubled since the end of World War II and the cost of education has increased from 200% to as much as 600% at the various institutions of higher learning across the state of Colorado and the United States.

World War II Veterans received GI Bill payments for up to 48 months while Vietnam Era Veterans receive them for up to 36 months. World War II Veterans received: (1) free tuition and fees (up to $500.00 per year which was a great deal of money in 1944–1950), (2) free books, and (3) a living stipend for a single Veteran of $75 monthly which is equal to more than $165.00 in 1973.

After years of concentrated effort on the part of legslators and Veterans' groups such as the American Legion, the Veterans of Foreign Wars, the Disabled American Veterans, and more recently NACV, the Vietnam Era GI Bill was recently raised to $220.00 monthly for a single Veteran attending school full time.

When the increase in the cost of living and education are considered, the GI Bill of today does not come close to parity with the WWII GI Bill. This is clearly documented in a study done for NACV by individuals at Canisius College earlier this year. I hope you will examine the enclosed copy. I have also enclosed a copy of the NACV legislative committee report.

While the Veterans Administration was a serious advocate for the World War II Veteran, it has in more recent years become a parrot of the executive branch of the federal government. In 1969, when the GI Bill was only $130.00 per month, the President and the VA went on record as favoring an increase to only $147.00. This was in contrast to the US Senate which wanted an increase to $190.00 and the US House which suggested an increase to $170.00.

More recently, the US Senate wanted an increase to $250.00 and the House to $200.00 per month. The President and the VA went on record as wanting a raise to only $190.00. As you know the raise to $220.00 was finally signed into law by the President less than two weeks before the 1972 election.

In my research on veterans' problems as co-chairman of the legislative committee for the Colorado Governor's Jobs For Veterans Task Force, I was alarmed to discover that a Vietnam Era Veteran returning to Colorado could draw up to $377.00 monthly for six months if he did not work or attend school under the GI Bill. The same individual could only draw $220.00 monthly if he went to school full time under the GI Bill. It seems a bit warped when a society will encourage a veteran *not* to work or attend school by offering him almost twice as much money if he chooses to collect unemployment insurance.

Again, I thank you for the interest and action you are taking for the Vietnam Era Veteran.

Sincerely,

DEAN K. PHILLIPS,
Colorado State Coordinator, NACV.

COLORADO ASSOCIATION OF COLLEGIATE VETERANS,
Denver, Colo., July 24, 1973.

Congresswoman PATRICIA SCHROEDER,
Federal Building,
Denver, Colo.

DEAR MS. SCHROEDER: As President of the Colorado Association of Collegiate Veterans, I would like to thank you on behalf of the Vietnam-Era veterans in Colorado for co-sponsoring HR 8495. Such an effort is commendable in light of the problems facing many Vietnam-Era veterans in their attempts to receive an education in a time when inflationary pressures are restricting the veterans' desires to do so.

As you are aware, the cost of living has more than doubled since 1946, yet changes made in the GI Bill have not been an effective deterrent in reducing the cost of education for the veteran. World War II veterans received educational benefits which had many provisions the Vietnam-Era veterans do not enjoy. Such is the case with the allowance of $500 per year for tuition and fees afforded to veterans after World War II. With the doubling of the cost of living, not to speak of the spiraling cost of tuition, the amount on any equity basis today would allow the veteran a credit of over $1125 per year. However, the Vietnam-Era veterans down not receive any such benefit.

In the aforementioned point, I should like to point out that in the activities which I have performed throughout the State of Colorada, the point has been continually pressed that payment of tuition, books and fees constitute a very major economical affect on the individual. At these particular points in the academic year, many individuals are so economically depleted they cannot afford the luxuries of rent, feed, and other living expenses.

When the individual suffers this economic disaster, he or she must turn to alternative sources. In the past, this source has usually been the institution he or she attends. Over the past few years this problem has been compounded by the reduction in student grants, work study monies and the inability to secure guaranteed student loans. The practice of counting GI Bill benefits as earned income while establishing the veteran's need has also complicated the situation for many veterans.

Along with these problems, an additional factor must be considered and that is the availability of a position of employment for the veteran which coincides with his or her academic schedule. In March of 1973, the Colorada Division of Employment, in cooperation with the Governor's Task Force, Jobs for Veterans, released their findings for the upcoming Phase IV job program. Their findings revealed that over 72% of those veterans actively seeking employment served during the Vietnam war. The opinion of the Division of Employment was that of those seeking employment, three categories were steadily incrasing; Minority veterans, Disadvantaged veterans, and under-educated veterans (less than H.S. or GED).

A supplemental amount in the GI Bill would remove much of the disparity faced by the Vietnam-Era veteran in his or her attempt to seek an education. Such action as proposed by HR 8495 would also provide a stimulus for additional veterans to take advantage of the educational system. In Colorado, our statistics from the Veterans Administration, show that only one out of every six eligible Vietnam-Era veterans take advantage of their educational benefits by attending either a two- or four-year institution. This fact is discouraging and all attempts should be made to make higher education for veterans a reality not merely an imaginary dream.

I again thank you on behalf of the Colorado Association of Collegiate Veterans for your concern for their well-being and that of the Vietnam-Era veteran in general.

Sincerely,

JOHN R. AARON,
President, Colorada Association of Collegiate Veterans.

STATEMENT BY HON. CLAUDE PEPPER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF FLORIDA

Mr. Chairman, it is my privilege to appear before you on behalf of H.R. 6953 and H.R. 8495, which provide additional educational benefits for Vietnam-era veterans—and also H.R. 8330 which removes the time limitation within which programs of education for veterans must be completed.

H.R. 6953, which I introduced, adds a new section to chapter 34 of title 38 U.S. Code, permitting payment of additional educational benefits to those veterans who served in the Indo-China theater of operations during the Vietnam era.

The proposed new section provides for payments of up to $3,000 for an ordinary school year to veterans pursuing education or training under chapter 34 (with certain exceptions) to cover costs incurred by them for tuition, laboratory costs, and other fees and expenses, exclusive of board lodging, and other living or travel expenses. The payments would not exceed those costs paid by other nonveterans attending the same institutions and pursuing the same courses.

In addition to the tuition grant, H.R. 6953 also provides for the payment of a needed subsistence allowance which is substantially in excess of (and in lieu of) the educational assistance allowance presently being paid to eligible veterans.

Under the terms of the World War II GI bill, Public Law 78–346, tuition, fees, books, and other necessary expenses up to a maximum of $500 per ordinary school year were paid directly to the educational institution by the VA. Thus, a World War II veteran could afford to attend a high-tuition school full time. A Vietnam era veteran simply cannot afford to do so.

Current provisions are supposed to cover everything—housing, food, clothes, tuition, books, transportation and incidentals—but they are no where near enough. A single veteran attending school full time receives $220 per month. If he has to work, and can only attend school half time, his entitlement is reduced to $110. Yet, the average basic student charges for tuition, required fees, board, and room at publicly controlled institutions of higher education have increased from $876 per year in 1956 to $1,034 in 1966 and are expected to exceed $1,200 by 1976. Costs in nonpublic institutions are much higher. After tuition, the veteran must eat, pay rent, etc., on what is left over. The cost of simply subsisting in our inflated economy today runs high. It costs over $2,000 per year simply to live at the official poverty level for a single person. Thus, using $1,200 as a hypothetical tuition charge, a veteran would be asked to live on less than $800 for nine months out of the year—a level *below* the poverty line. These numbers are calculated by subtracting the tuition cose per year from the $1,980 a single veteran is entitled to for a 9-month school year.

These increases in costs have caused many veterans to make a second sacrifice for our country by either not using their educational benefits or by pursuing a program of education or training at considerable financial costs to themselves or to their families as dependents—a marked contrast to the Congressional purpose of the veterans educational assistance program established in 38 U.S. Code chapter 34.

Another flaw under the present system is that some veterans have a distinct advantage over others by the mere fact of State residency. If we compare two State Universities, one with a basic cost of $900 per student, with another at a basic cost of $600 per student per year, one veteran will have $1,080 left over after tuition for living expenses and the other will have $1,380.

Because these monthly rates are so low, many eligible Vietnam-era veterans cannot afford to apply for education benefits and are consequently forced into an already saturated job market. These veterans are returning to a nation which is in a serious economic crisis and unemployment is extremely high, especially for the under-educated.

Those who have served in the Armed Forces must not be forced to bear a disproportionate burden of citizenship. While these young men were off fighting for their country, their peers were preparing for technical or professional careers. These former servicemen should be given the opportunity to secure the educational advantages they sacrificed during their periods of active military duty.

In advocating the restoration of the payment procedure used for World War II veterans, I believe that improved methods of recordkeeping and supervision by the Veterans Administration and the State approval agencies will deter the former abuses which caused Congress to abandon this system of payment. By reinstating the direct payment method, the high goals of the original GI bill will be restored.

Another approach to this problem of providing better education for Vietnam-era veterans is found in H.R. 8495 which I co-sponsored. This bill provides that in addition to the present educational assistance allowance, payments up to $1,000 for an ordinary school year are to be provided to Vietnam-era veterans pursuing education or training under chapter 34 to cover costs incurred by them for tuition, laboratory and other fees.

H.R. 8330, which I also co-sponsored would amend title 38 to remove the time limitation within which programs of education for eligible veterans must be completed.

The returning veteran faces numerous problems in his attempt to return to civilian life. Inadequate education benefits must not be still another burden to those men who have served their country. It is for these reasons that I urge swift and favorable action on GI bill reform.

Statement by Hon. Les Aspin, a Representative in Congress From the State of Wisconsin

Mr. Aspin. Mr. Chairman and distinguished members of the committee, after more than a decade, the Vietnam debacle has finally ended and our troops have returned home. Yet while this conflict is fading from the eyes of the American public, it continues to be a grim reality for the veteran who must shoulder the tremendous burden of readjusting to civilian life. Neglected, unappreciated and often scorned by the American people, the veteran of the Vietnam era faces more severe hardships than the veterans of any previous war. As Peter Gillingham, the director of the Vietnam veterans' study project at Southern Illinois University, noted, the Vietnam-era veteran experiences "a profound sense of the uselessness of what they've done, of having been used, manipulated and cheated by their Government in particular and by society in general, and a lowered estimate of their own worth."

Employment poses as the most immediate and critical concern to the returning veteran. Disillusioned, uneducated and often disabled, the veteran faces continual frustration in his futile search for any meaningful employment. Last year alone, some 308,000 Vietnam-era veterans were unable to find employment, and in February of this year the unemployment rate for veterans was a pitiful 5.7 percent. Furthermore, while some veterans have been able to find temporary employment in menial positions, the vast majority face a bleak and uncertain future with dim prospects of any meaningful career. Without employment, the Vietnam-era veteran is unable to secure adequate housing, food and medical coverage. Indeed, in New York City alone, some 7,500 veterans were forced to subsist on welfare.

Along with the problem of employment, the Vietnam-era veteran faces a barrage of other problems. Physical disabilities and addictions pose the most immediate obstacle in the readjustment process. Thousands of veterans have returned home from Vietnam with severe injuries that have left them permanently disabled. Senator Alan Cranston of California has estimated that some 100,000 veterans have returned home addicted to drugs.

During the Vietnam War era, at least 178,000 servicemen received less than honorable discharges. Such discharges were issued non-judicially and decided solely upon the hearing of only one commanding officer. Branded with a dishonorable discharge for life, the veteran is not only denied medical and educational benefits but faces considerable discrimination in finding suitable employment. In addition, many more face discrimination in job hunting because of any DoD codes written on their official papers.

The veteran of the Vietnam War, already having struggled with the hardships of a wartime existence, is thus faced with further adversity in a peacetime existence. It is my belief that these veterans of the Vietnam era, who have served this country so bravely, deserve our utmost assistance in readjusting to civilian life. In this regard, I urge the passage of the following bills: First, to establish the Vietnam Era Veterans Assistance and Opportunity Task Force; Second, to establish Vietnam Era Military Discharge Review Boards; Third, to remove discharge and reenlistment code numbers from a veteran's copy of his discharge papers; Fourth, to provide student veterans with a special educational assistance payment to cover the costs of tuition; and Fifth, to allow veterans receiving educational subsistence pay to draw their full 36-month allotment in accelerated payments over a shorter time.

First of all, I propose that a special Vietnam Era Veterans Assistance and Opportunity Task Force be established to coordinate and oversee the planning and operation of all federal programs available for the benefit of Vietnam-era veterans.

Secondly, I urge that Vietnam Era Military Discharge Review Boards be established to review any dishonorable discharge rulings. Such a review board would provide the veteran with a legal right to defend himself in any such critical decision as the characterization of his discharge.

Furthermore, I urge that the discharge and re-enlistment codes, presently reported on the veterans' personal copies of their discharge papers, be treated as confidential information.

Finally, I would especially like to urge that this Congress provide the veterans of the Vietnam era with better educational assistance benefits. If these veterans are going to try to find any sort of gainful employment, it is crucial that they obtain a better education. First of all, I propose that the federal government provide student veterans with a yearly reimbursement of up to $1000 for enrollment in educational or vocational institutions. Such remuneration would be designed to cover any tuition, facility fee, or supply expenditures. In addition, I propose that the present educational subsistence allowance program be amended such that student veterans receiving subsistence pay be allowed to draw their full 36-month allotment in accelerated payments over a shorter period.

While a high school degree was a sufficient credential in obtaining employment 25 years ago, it is now desirable to hold at least a college degree. Thus, for the veteran who is desperately searching for a career, an education is crucial. Yet while an education has become so important, the veterans of the Vietnam era are given far less encouragement or financial aid in pursuing an education than their predecessors.

Under the Serviceman's Readjustment Act of 1944, the student veterans of World War II and the Korean War received not only the educational subsistence allowance, but an additional remuneration of up to $500 designed to cover the costs of schooling. Yet this educational assistance was severely curtailed in 1956 when the tuition coverage was withdrawn. Consequently, under the present GI bill the veterans of the Vietnam era receive only the monthly subsistence allowance. With a meager allowance of only $175 per month, the single student veteran is somehow expected not only to pay his monthly board and room expenditures, but to pay tuition and supply expenses as well.

With such grossly inadequate educational assistance, the Vietnam-era veteran cannot afford to seek greatly needed educational or vocational training. Indeed, the percentage of veterans enrolled in educational programs under federal aid has declined since the Second World War. While 44.9% of World War II veterans and 39.8% of Korean War veterans pursued an education (within 71 months after the then-current assistance programs began), only 37.8% of the present veterans have pursued an education. This decline is especially alarming in view of the fact that not only is American society in general placing increasing importance on education, but as a group these veterans themselves are better prepared for college and would thus more likely attend if they could afford it. Their reluctance to pursue an education is understandable in the face of soaring tuition rates and austere educational allowances available to them. It is our duty to give them the help they need.

STATEMENT BY HON. FRANK THOMPSON, JR., A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW JERSEY

Mr. THOMPSON. Mr. Chairman, I would like to take this opportunity to express my concern about a very unfair situation plaguing many of our veterans. In order to completely understand this inequity it is necessary to explain first the circumstances surrounding it. Currently, many of our young men must by reason of economic necessity, immediately enter the job market after their discharge from the armed services. The present law states that veterans are eligible for a 36-month educational program which they must complete within eight years after their discharge. However, because they are restricted to an educational allowance of 36 months, there is no justification for also placing an additional time limitation within which these same benefits must be used.

This bill would eliminate the unjust time limitation of eight years by allowing veterans to take advantage of this three-year educational program at those times they feel it would be most beneficial to them. If this legislation becomes law, veterans could use the educational benefits to suit their individual requirements, rather than merely use them before the present entitlement time expires. Veterans across the nation would be better able to use their educational benefits by applying them specifically to their particular skills and job requirements.

Thus, Mr. Chairman, there is no validity to the restrictive stipulation that coerces veterans to use their educational benefits within eight years of their discharge. Further, the 36-month educational program entitlement would not be changed by abolishing the eight-year clause.

Statistics from New Jersey indicate that barely a third of the veterans eligible have taken advantage of the various education programs offered to them. Since 1964 only 66,488 veterans have graduated from educational programs out of a total of more than 208,000 who are eligible. Clearly the time has come to improve upon these rather disheartening statistics. Our veterans deserve an equitable opportunity to complete their education at times which will be practical and beneficial to them. I urge the Committee to adopt H.R. 8800.

STATEMENT OF HON. ANGELO D. RONCALLO, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK, ON H.R. 9147

Mr. RONCALLO. Mr. Chairman, I would first like to express my appreciation for the opportunity to make this statement on behalf of H.R. 9147, which I have cosponsored. I would also like to commend this Subcommittee for holding these hearings on GI bill benefits—which are so important to so many of our veterans.

H.R. 9147 completely removes the time limitation within which programs of education for veterans must be completed. In other words, the educational assistance programs which Congress has enacted to aid veterans in their adjustment from military to civilian life would be afforded to eligible veterans until actually used—rather than restricted to an eight-year period.

Congress has recognized the extra need that recently returned veterans have for financial assistance in order to obtain the educational benefits they might normally have aspired to and obtained had they not served their country in time of national emergency. Now Congress must face the reality that the present eight-year time limitation is an inadequate period for many veterans within which to meet the spirit of the readjustment concept of the GI bill. Because the present monthly rates for educational assistance are low relative to the spiralling costs of attending college, many veterans cannot afford to take advantage of their education and training benefits and must defer their education until a more advantageous financial situation is achieved. H.R. 9147 would afford our veterans this opportunity.

Another factor which should not be overlooked is the uniqueness of the Vietnam-era veteran. The median age of the Vietnam-era veteran upon discharge is substantially lower than that of other veterans at their time of discharge. In addition, unlike veterans of other wars, he returned to an anguished community which often did not recognize his contribution and sacrifice. The confusion caused by this situation has necessitated a longer readjustment period. These two characteristics would indicate a need for a longer delimiting period for the Vietnam veteran to reach that level of maturity, both chronological and psychological, required to make those decisions leading to successful academic pursuits and achievement.

We must do something now for our veterans. The development of potentially valuable national assets must not be denied the country because of lack of necessary veterans support, both moral and financial. We must allow our veterans to return to school when they are ready in order to learn a profession and make their maximum contribution to America's economic life.

According to the Veterans Administration, approximately 500 million months of education benefits were allowed to expire unused by World War II and Korean veterans. Many of these veterans had not taken advantage of their G.I. bill entitlement because they already had a marketable trade or skill at the time of their discharge. However, with advancing technology and time, such pursuits may have become outmoded and, in some cases, even obsolete. But, because their time limitations have expired, they are unable to return to school for further training now necessary to make them fully productive members of society.

H.R. 9147 would prevent this situation from recurring.

I urge swift and favorable consideration of this bill. It will not only provide a relief from further burdening the already tight labor market with underskilled veterans, but will be a token of the appreciation this country owes to those men and women who have served in the Armed Forces. Thank you.

STATEMENT BY HON. EDWARD R. ROYBAL, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Mr. ROYBAL. Mr. Chairman and members of this subcommittee, I appreciate having this opportunity to appear before you in support of H.R. 2170, a bill to establish a 20-year period for completing a program of education under the GI Bill for veterans discharged or released from active duty after October 1, 1965.

From personal contact with many of the Vietnam era veterans, including those from my district, I have come to realize the importance of extending educational assistance. The age of many of these veterans at the time of discharge has been substantially younger than their World War II and Korean counterparts.

Many suffer from severe adjustment problems in a society visibly torn emotionally and morally by this conflict. These veterans have not received the heroes' welcome experienced by veterans of other generations.

For these reasons I believe we should allow more time for Vietnam veterans to decide and pursue their educational and vocational objectives.

Another problem facing the Vietnam veteran, which the World War II veterans avoided, is the exorbitant tuition costs. Under the World War II GI Bill (Public Law 78-346), tuition, books and other necessary expenses up to a maximum of $500 per ordinary school year were paid directly to the educational institution by the Veterans Administration. A World War II veteran could well attend a high-tuition school full-time.

In contrast, many of today's eligible veterans cannot presently afford to apply for education and training, because even the new monthly rates for educational benefits are relatively low compared to the mounting costs of attending college and ordinary subsistence. If the delimiting period were extended, a veteran would be able to defer his education until he was in a more advantageous financial situation.

Vietnam veterans, due to no fault of their own, are returning to a nation which is in a serious economic crisis, and unemployment among their ranks is extremely high. These young men have already sacrificed several years of their lives, falling economically and professionally behind many of their peers who remained at home. It is our responsibility to give these ex-servicemen the educational and training advantages which they lost during their period of active duty at their own pace.

H.R. 2170 would provide this opportunity for a better life. The cost estimates on this bill are low. The additional direct benefit cost for the first five-year total is $318.5 million. For fiscal year 1975 the direct benefit cost would be $31.9 million, an increase of only .26 of 1 percent above the Veterans Administration Budget for fiscal year 1974. Certainly, for less than ⅓ of 1 percent, our government must not deny these men their only opportunity to achieve a higher education. We must act now. I urge swift and favorable consideration of H.R. 2170.

Thank you.

Statement by Hon. Julia Butler Hansen, a Representative in Congress From the State of Washington

Mrs. Hansen. Mr. Chairman: It is a pleasure to appear before your committee and present this statement in behalf of H.R. 8626.

In joining in sponsorship of this measure, I feel it is vitally important that the opportunities for education granted to those who have served our nation so valiantly in the armed forces should be carefully guarded.

This legislation would amend Section 1662 of Title 38, United States Code so that eligible veterans would be able to take full advantage of the educational assistance extended to them by a grateful nation.

This amendment would assure that education assistance under this chapter will remain available to these veterans until it is used.

The veterans have won this privilege through service to their country and their rights must be fully protected.

I strongly urge the Members to support this important amendment so vital to many of our service veterans.

Statement by Hon. George E. Brown, Jr., a Representative in Congress From the State of California

Mr. Brown. Mr. Chairman and Members of this Subcommittee, as a veteran of World War II and a former member of the House Committee on Veterans Affairs, I am always interested in what can be done legislatively to benefit the veterans in view of their service to our country. My interest now leads me to recommend positive action on two bills which I am currently co-sponsoring, HR 8330 and HR 8494.

HR 8330 amends Title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed. For various reasons many veterans can't begin their education immediately after discharge from the armed services. But present laws are insensitive to the situation of such individuals; when these veterans try to improve their skills or change their career field they discover that benefits are no longer available. This not only diminishes the veteran's chance for a productive and rewarding life, it hurts the Nation by limiting the potential contributions of some of its finest citizens. I also believe that this legislation would provide the most effective use of the benefits of the G.I. Bill since, as Representative John Breaux has pointed out, "veterans would use the benefits to suit their individual requirements rather than merely to use those benefit before the time limitation is over."

HR 8494 would amend Chapter 34 of Title 38, United States Code, to provide additional educaional benefits to Vietnam era benefits.

It is part of a package of bills designed to help the veterans of the Vietnam conflict who have been "shortchanged by an Administration seemingly insensitive to some of their needs and special requirements," in the words of the Veterans of Foreign Wars. I was sad to learn that less than 35 percent of the Vietnam veterans eligible for education assistance are taking advantage of the subsistence allowance. After World War II this figure was 60 percent and part of the reason for this discrepancy is the meager assistance available under present statutes. This Bill, the Education Assistance for Eligible Vietnam Veterans, would help redress this situation by reimbursing any eligible Vietnam veteran enrolled in school for costs incurred by the veteran for tuition, laboratory and other fees, not to exceed $1,000 for any school year.

These two Bills, HR 8330 and HR 8494, are rational and necessary steps to help the veterans of this country. Action on these bills is the least we can do to recognize the service to the Country that these men have performed.

Mr. Chairman, I appreciate this opportunity to appear before you on this important matter, and I commend the Subcommittee for its diligence in pursuing this subject.

Statement by Hon. John E. Moss, a Representative in Congress From the State of California

Mr. Moss. Thank you for allowing me the opportunity to direct your attention to a bill which I have co-sponsored, H.R. 8330, and which I feel is worthy of your detailed analysis and study. H.R. 8330 seeks to remove the time limitation within which programs of education for veterans must be completed.

I have read the Veterans' Administration's statement concerning this bill. I am also cognizant of their interpretation, that the original intent of the "G.I." educational benefits was to serve as a re-adjustment mechanism to civilian life and not as a reward to the returning veterans.

But these arguments mean little to the returning Vietnam veterans, especially those with young families to feed, clothe and house; or for those young veterans who must first pass a high school equivalency test before going on to college. These arguments will not soothe the anguish of young men who are not able to begin their education immediately upon discharge, but who later find out that their hard-earned benefits are no longer available.

We in Congress are constantly bombarded by requests for additional funding for a myriad of programs, some of which merit our support more than others. In my judgment, however, to extend educational benefits for our returning veterans is a much more rational, sagacious and humane expenditure of tax monies than an extension, for example, of the bombing in Cambodia.

Every American citizen should have the right to develop his talents, from pre-school through college, without any economic or time limitations. For as Thomas Jefferson once said, "If a nation expects to be ignorant and free, it expects what never was and never will be."

Thank you again for allowing me to present my views concerning H.R. 8330 before this Committee. I hope you shall see fit to recommend favorable legislation to the House floor so that all veterans may take advantage of educational policies that benefit them and the nation as a whole.

STATEMENT BY HON. LARRY WINN, JR., A REPRESENTATIVE IN CONGRESS FROM THE STATE OF KANSAS

Mr. WINN. Mr. Chairman and Members of the Committee, I appreciate having this opportunity to file a statement in support of H.R. 8627, of which I am a cosponsor. As a former member of the Veterans' Affairs Committee, I recognize the significant problems involved in trying to re-write our GI benefits laws, but I believe that legislation such as H.R. 8627, removing the time limitation within which veterans are required to complete their educational programs, is desirable if we are to fulfill our obligations to assist veterans in their readjustment to civilian life.

As is recognized to some extent under present law, a veteran whose education has been interrupted by his entry into the service is frequently unprepared to return to school immediately upon leaving the service. Instead, he will probably enter the labor force; perhaps he will marry and have children or take on other responsibilities which simply are not conducive to his returning to school even should be become psychologically ready for it. A significant period of time may lapse before he encounters the closed doors which make his need for additional education evident. In short, it may be many years before all the various factors which enable a person to be a good student—desire, a sense of direction, time, freedom from monetary strain, and physical and emotional surroundings which will not distract his attention to studies—come together once more.

I believe the veteran should be free after his discharge or release to pursue whatever course he believes will ease his transition from military to civilian life. That transition can only be made harder by forcing the veteran to take into consideration in every decision the fact that his educational benefits will soon be unavailable. It is not the purpose and it ought not to be the effect of our GI benefits programs to complicate the lives of those who have served their country. Removing the time limitation on the use of these benefits will prove the depth of our concern for these self-sacrificing young men and provide an added incentive for the enlistment of others into our all-volunteer armed forces.

STATEMENT BY HON. DON EDWARDS, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA, IN SUPPORT OF H.R. 8494

Mr. EDWARDS. Mr. Chairman and members of the Subcommittee, I am pleased to support H.R. 8494 introduced by Mr. Koch, which I cosponsored. The cost of education has increased greatly in the past years. Tuition and related expenses can be a great financial burden to our returning soldiers. However, the benefits we now offer veterans for their education have not increased proportionately with the increase in educational costs. Essentially, this results in our Vietnam era veterans receiving less assistance for education than our World War II veterans.

Presently, only 35 percent of the eligible veterans are taking advantage of these benefits according to a recent Harris survey. In contrast, 60 percent of the eligible World War II veterans took advantage of the federal education assistance. Out of the veterans who do go to college only one in five go to private colleges. At Harvard College in the school year 1947–48 there were 3,300 veterans enrolled out of 5,600 total students versus 89 veterans enrolled out of a total of 6,000 students in the school year 1971–72. We are shortchanging our veterans today. With the out-dated allowance they receive, the Vietnam era veterans have less opportunity to go to the school of their choice, or even to continue their education at all.

I feel strongly that we owe as much to these young veterans as we do to the veterans of past wars. H.R. 8494 will update federal educational assistance to give our veterans equitable benefits in relation to today's standards. We must live up to our commitment to these men and women who have served their country so bravely and admirably.

JULY 20, 1973.

Hon. WILLIAM JENNINGS BRYAN DORN,
Chairman, Committee on Veterans' Affairs, Cannon House Office Building, Washington, D.C.

DEAR MR. CHAIRMAN: I am writing to express my support for H.R. 8330, a bill to amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed. This legislation is necessary in view of changing educational trends and the circumstances which often surround men who leave our armed services. Enactment of H.R. 8330 would be a significant step toward fulfilling the nation's obligations to its veterans, and the creation of a permanently volunteer army.

The hardship which is often experienced by veterans knows no time limits. We have recognized since World War II the nation's responsibility to prepare our ex-servicemen for civilian life, particularly through educational programs. However, returning veterans may suffer health problems (often incurred in combat), family difficulties, or extreme poverty and other hardships which can delay indefinitely an opportunity to take advantage of veteran educational services. Consequently, the current eight-year limitation upon completion of educational programs causes many veterans to lose all potential educational benefits and causes still more to terminate their education short of personal goals.

This problem has become more acute in recent years as our society has placed increased emphasis upon higher education and graduate school as a prerequisite for employment. Six years is usually a minimum for completion of both undergraduate and postgraduate study, and this time interval may be greatly expanded, depending upon the field and the personal difficulties experienced by the veterans.

While the impact upon veteran educational opportunity must remain our primary concern in any alteration of current V.A educational programs, we must look at the secondary benefits, as well. In an era of volunteerism, the armed services have to compete in the labor market on an equal basis with other potential employers. It is to their advantage to have a wide range of benefits that can be offered to enlistees both during their tour of duty and after their service has ended. A V.A. educational program without time limitations would stand as a strong force in the recruitment of personnel and a significant move toward our commitment to a permanently volunteer army.

In his letter to the distinguished committee which you chair, Mr. Johnson of the Veterans' Administration has observed "ever changing approaches in engineering and other scientific fields" which he cites as reason to uphold the current eight-year limitation. Mr. Chairman, I submit to you that it is precisely these ever changing approaches in today's world which require all of us, whether or not we are veterans, to embark upon courses of education not only in our youth, not just for eight years, but throughout our lives. The legislation which I have cosponsored, H.R. 8330, recognizes this new environment by providing our veterans with an opportunity of continuing education uninhibited by arbitrary time limitations holding little relevance to their personal lives or the changing world.

I extend my gratitude to you for the opportunity to express my views on this matter.

Sincerely yours,

WALTER E. FAUNTROY,
Member of Congress.

JULY 23, 1973.

Hon. WILLIAM JENNINGS BRYAN DORN,
Chairman, House Committee on Veterans' Affairs, Cannon Building, Washington, D.C.

DEAR MR. CHAIRMAN: I am pleased to offer comment on legislation I have introduced with over 90 co-sponsors, H.R. 2254. This bill, as you know, would amend Title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

In simple terms, my bill would allow use of GI benefits to those eligible until used. The major concern, evidently, is whether the GI bill will offer a period of adjustment and transition into civilian life for veterans or whether it will be considered a bonus for veterans.

I prefer to think of my legislation in the light that it offers a period of transition to *all* veterans. Can a time limiitation justly be placed on true life circumstances? Considering the fact that participants under the GI bill are restricted to an educational program allowance of 36 months, I can see no justification for also placing a time limitation for which these same benefits must be used. Is this double restriction equitable?

I can only find equity in the allownace of all qualified veterans the right to take advantage of the GI bill. It would be difficult to define this approach as a bonus approach. The examples of reasons for this time extension are, as you are aware, numerous.

Currently, with the job market as tight as it is, it is understandable that so many veterans must enter immediately into the market to support themselves, and in many cases, their families. My constituent correspondence indicates that as veterans reach the point where a termination of work to complete their educational goals is possible, many times the GI bill time requirement has expired. Other examples point to poverty, health, and a disabled status for non-completion or delayed completion of their education.

So you can see, Mr. Chairman, that my cause in this matter is not to permit a financial bonus to anyone. It is, however, to provide equity to all veterans who are eligible to participate in this worthwhile program.

I trust that you will give my views and the views of my co-sponsors every consideration. As usual, your experienced, concerned, and thoughtful consideration of this matter is appreciated.

Sincerely,

JOHN BREAUX.

STATEMENT OF MARVIN P. BUSBEE, LEGISLATIVE DIRECTOR, NATIONAL ASSOCIATION OF STATE APPROVING AGENCIES

Mr. Chairman and Members of the Subcommittee: On behalf of the National Association of State Approving Agencies, I appreciate this opportunity to present this statement, of which I have been privileged to do on many occasions. This statement has the whole-hearted support of our Association.

The Office of Legislative Director of our Association, is an appointive office which I have been honored to hold for approximately 10 years. I am an employee of the State of South Carolina, Department of Education, and my position is Chief Supervisor of the State Approving Section, and have been affiliated with this Section for 28 years.

Our Association, organized in 1947, is comprised of the Approving Agencies in the several states and generally, we are in the Departments of Education.

During our 26th Annual Conference held in Charleston, West Virginia, June 3–6, 1973, our Association disqualified ourselves on the legislation listed below as not being germane to this Association. However, our Association does not have any objection to such legislation.

A. Extension of the delimiting dates
B. Active duty for training, eligibility
C. Restore entitlement—World War II and Korean Conflifict
D. Graduate—Professional Study.

A survey of the State Approving Agencies was made in January, 1972. Among the items listed was this question, "Reason you object or favor direct payment (tuition, books, supplies, fees, etc., etc.,) to institutions." The result of this survey revealed that 90% of the State Approving Agencies objected to direct payments to institutions for tuitian, fees, and other charges.

These objections were based on the numerous abuses which occurred during the World War II Era and under the provisions of Public Law 346, as amended.

These various abuses caused by the system of making payments to schools for tuition and other charges were revealed through extensive investigations and hearings. Among these abuses were such things as:

(1) Many schools added expensive and unneeded books, items of equipment, and supplies, to the "required" list of veterans and thereby increased charges to the taxpayers.

(2) Some States enacted laws requiring all veterans enrolled in State educational institutions to pay non-resident charges for tuitions and fees, even if the veteran was a bonafide resident of the State.

(3) Many schools established dummy corporations to supply books and equipment. Then they ordered tools and equipment for veterans through the dummy corporations at highly inflated wholesale prices.

The exploitation of the taxpayers forced the Veterans' Administration to determine what constituted fair and reasonable charges, which involved extensive audits, controversies and litigation.

The direct payments to schools for tuition and fees also caused tremendous administrative costs, both to the schools and to the Veterans' Administration. Schools were forced to maintain an account for each veteran for tuition fees, books, equipment, supplies and other charges. The individual accounts were totaled and the bill was sent to the Veterans' Administration. This procedure was expensive and often inaccurate. Audits by the Veterans' Administration and the General Accounting Office revealed hundreds of millions of dollars of overpayments caused by duplicate billing, inaccurate billing, and in many cases, fraudulent billing.

As a result, the 82nd Congress very wisely abolished this system when it enacted the second G. I. Bill for Veterans of the Korean Conflict. This system of payments only to the veteran, that was authorized by PL 82–550, and by PL 89–358, and has been continued in all legislation, has proved far superior to the system of payment to schools that was authorized by the first G. I. Bill.

The National Association of State Approving Agencies strongly opposes any changes in the law that would authorize direct payment to schools for tuition, fees, and other charges for veterans and eligible persons enrolled in the school.

REFRESHER—RETRAINING BENEFITS

Our Association does not have a mandate on this type of legislation and neither has this been discussed during our Conferences.

Mr. DANIELSON. There being no further business to come before the committee at the hour of 12 o'clock, the committee now stands adjourned until the hour of 10 o'clock, tomorrow morning.

[Whereupon, at 12 noon, the subcommittee recessed, to reconvene for further hearing at 10 a.m., Thursday, July 26, 1973.]

EDUCATION AND TRAINING FOR WAR VETERANS AND CERTAIN OF THEIR DEPENDENTS

THURSDAY, JULY 26, 1973

House of Representatives,
Subcommittee on Education and Training
of the Committee on Veterans' Affairs,
Washington, D.C.

The Subcommittee on Education and Training of the Committee on Veterans' Affairs met, pursuant to recess, at 10:25 a.m., in room 334, Cannon House Office Building, Washington, D.C., Hon. Henry Helstoski (chairman of the subcommittee) presiding.

Mr. Helstoski. The subcommittee will come to order.

The purpose of the hearing today is to continue to hear testimony relative to oversight and to establish certain criteria for potential legislation in the area of educational and training benefits for Vietnam veterans.

This morning we will hear from the American Association of Junior Colleges. Hon. William Jennings Bryan Dorn will introduce the witness for the above association, Dr. Charles Palmer, executive director for administration, South Carolina State Board for Technical and Comprehensive Education, formerly president of Palmer College, Columbia, S.C.

Dr. Palmer is also accompanied by Mr. Lee Betts, assistant director, Programs for Veterans and Servicemen.

I am happy to have you here this morning, Mr. Chairman.

Mr. Dorn. Thank you, Mr. Chairman. I would like to join the chairman in introducing to the subcommittee one of the great educators of our time, in South Carolina. Indeed he is a man with a national reputation of stature.

Dr. Palmer has been president of the National Association and Council of Business Schools, chairman of the Accrediting Commission for Business Schools, secretary of the National Association of Independent Junior Colleges, and member of the Commission on Legislation of the American Association of Community and Junior Colleges, and so on.

It would take me considerable time to provide for the committee a complete biography of Dr. Palmer. He has been president of the Palmer College in two campuses in Columbia and in the city of Charleston, S.C.

He is really one of the outstanding witnesses, Mr. Chairman, ever to come before this committee. I have the privilege to present to you the distinguished witness, Dr. Charles Palmer, a very dear person and distinguished educator.

I might say, Dr. Palmer, Mr. Helstoski has spent much of his time in the field of education and I think is one of the great Members of this Congress. He has been fighting tremendously for education and knows of the vital import of education to the GI. We are proud of Mr. Helstoski.

Mr. HELSTOSKI. Mr. Palmer, you may begin.

STATEMENT OF DR. CHARLES PALMER, EXECUTIVE DIRECTOR FOR ADMINISTRATION, SOUTH CAROLINA STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION, ACCOMPANIED BY LEE BETTS, ASSISTANT DIRECTOR, PROGRAMS FOR VETERANS AND SERVICEMEN, AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Mr. PALMER. Mr. Chairman, I am deeply grateful for the opportunity extended this morning. I understand the circumstances with which you are faced. I am particularly grateful that Congressman Dorn, who has such a marvelous reputation, not only in South Carolina, but also in the Congress, is here this morning.

I am personally very grateful for the introduction. I bring you greetings from Governor West, who I saw a couple of days ago, and Stan Smith, who are deeply involved in educational matters in South Carolina, especially those which effect veterans.

With your permission, gentlemen, I will enter my statement upon the record and I would like to make a brief oral presentation summarizing the concerns which we have and our recommendations and emphasize a few major recommendations. I would like to relate some in our oral statement, some of the experiences we have had in South Carolina with regard to the training and education of veterans.

Mr. HELSTOSKI. Without objection, your statement will be placed in the record at this point.

[The document referred to follows:]

STATEMENT OF DR. CHARLES PALMER, ASSOCIATE EXECUTIVE DIRECTOR FOR ADMINISTRATION, STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION, SOUTH CAROLINA, ALSO SPEAKING ON BEHALF OF THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES; ACCOMPANIED BY LEE J. BETTS, ASSISTANT DIRECTOR, PROGRAM FOR VETERANS AND SERVICEMEN, AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, WASHINGTON, D.C.

Mr. Chairman and Members of the Committee, I am Charles Palmer, Associate Executive Director for Administration, State Board for Technical and Comprehensive Education, South Carolina. With your permission I will enter my statement upon the record. I will then make a brief oral presentation summarizing our concerns and recommendations, emphasizing a few major considerations, and relating some of our experiences in South Carolina and other states as we have endeavored to respond to the needs of veterans and servicemen.

First, let me present a summary of our recommendations.

A SUMMARY OF RECOMMENDATIONS FOR LEGISLATIVE ACTION

1. An appropriate increase in basic educational entitlement

Despite the welcome and rather substantial increase in educational entitlement provided last year by Congress through Public Law 92–540, there are good reasons for increasing entitlement.

Serious consideration should be given to one or both of the following improvements:

A. An automatic annual cost-of-living increase in the subsistance allowance is absolutely necessary to maintain parity with last year's opportunities and incentives.

B. The direct payment of tuition and fees to institutions remains an insistent demand of student veterans who are not fortunate enough to be residents of states providing adequate opportunities for no or low cost education in their chosen educational program.

2. A direct student loan program for veterans and/or a broadening and strengthening of secondary loan markets for the Student Loan Marketing Association

If the Congress is unwilling to provide direct payment of tuition and fees to institutions, other means should be provided to equalize veterans educational opportunities from state to state at different levels of study. A subsidized, low-interest loan program, similar to the NDSL program appears to be a needed option, particularly for veterans pursuing graduate education and those who have exhausted their entitlement.

3. The extension, elimination or modification of the 8 year eligibility period

AAJC would recommend an extension of the period of eligibility from eight to twelve years and/or a modification allowing the period of 8 year eligibility to begin only after initial enrollment in college.

4. Amendments related to certain occupational-technical educational courses

The present requirement that certain post-secondary vocational and technical courses offered by fully-accredited colleges be measured on a clock-hour basis for veterans when they are measured on a credit-hour basis for non-veterans, discourages many veterans from pursuing occupational training needed by our economy. AACJC has received more expressions of concern from its member institutions regarding this one legislative stipulation than any other since the passing of the most recent legislation.

5. The extension of the entitlement period from 36 months to 48 months for veterans and wives and widows.

The association firmly endorses H.R. 3433 introduced by the distinguished chairman, Congressman Helstoski, and urges that its provisions be extended to all veterans as well as those receiving entitlement under Chapter 35.

6. An accelerated payment provision

Student veterans should have the option provided post-World War II veterans to utilize their entitlement at an accelerated rate in accordance with the frequent fluctuation of educational and living costs and the availability of supplemental income. Counseling should be a prerequisite, however.

7. Enlargement of the new Veterans' Administration Student Services/Work Study Program.

The present legislative restriction upon this program should be modified by the elimination of the parenthetical phrase: (not to exceed eight hundred man-years or their equivalent in man-hours during any fiscal year) so that the only restriction upon the program would be the Administrator's determination of the number of veterans whose services the Veterans' Administration can effectively utilize. We also recommend that Veterans' Administration Regional Offices be urged to contact colleges concerning the utilization of this program for the employment of student veterans, under the immediate supervision of responsible college officials, for college-sponsored veterans outreach programs. Preference could be given to those institutions having a full-time or part-time operating veterans affairs office which were not funded under the Office of Education Veterans Cost-of-Instruction Program.

8. Congressional review of compensation rate changes.

Remembering recent attempts to cutback the level of disability of severely disabled veterans in the midst of spiraling inflation and the much-deserved national tribute to our returning prisoners of war, the association recommends that all downward adjustments of rates must be submitted by the Administrator to Congress for its approval. The potential negative impact upon the educational aspirations of disabled veterans that downward adjustments of rates would have makes this a significant concern of all educators.

AACJC AND THE VIETNAM ERA VETERAN

I would now like to present some of the rationale behind several of our major recommendations. Before doing this, however, I would like to explain the strong interest our association has in the Vietnam-era veteran, particularly in those factors which impede or enhance his opportunity to pursue appropriate educational goals, so that he might be as well prepared to serve and honor his country in peace as he has in that most difficult, and disturbing war, now coming to an end.

The American Association of Community and Junior Colleges (formerly the American Association of Junior Colleges) and its member institutions have a very strong interest in the problems of veterans and servicemen. I am informed that this Fall nearly 400,000 veterans may be attending over 1100 community and junior colleges and technical institutes, all of which are represented in the membership of AACJC.

Veterans are pursuing short-term occupational programs, highly-skilled technical programs, academic programs, and special programs for those who need refresher or developmental educational experiences.

From the information we have received, many veterans are married and have families, most work part-time, many full-time to make ends meet, even though educational costs in the two-year colleges are well below those of other types of institutions and the extensive distribution of community colleges places them within commuting distances for most veterans.

The American Association of Community and Junior Colleges with the assistance of the Carnegie Corporation of New York and, more recently, the United States Office of Education, has developed a special program and staff to encourage and assist institutions in becoming more responsive to the needs of veterans and servicemen. Until very recently and for the past three and one-half years this program was under the direction of Dr. John P. Mallan, an outstanding educator, fully dedicated to responding to veterans' needs.

AN ANALYSIS OF RECOMMENDATIONS FOR LEGISLATIVE ACTION

1. An appropriate increase in basic educational entitlement.

Mr. Chairman and distinguished Congressmen, let me say, most sincerely, that I have yet to meet a college administrator or student veteran who has not welcomed and appreciated the increase in basic educational benefits and the other substantial improvements made possible by Congress last year under P.L. 92–540. But let me also say, equally sincerely, that I have met very few, if any, *informed* college staff and student veterans who feel that present educational entitlement is on a parity with that received by many of us following World War II.

All of us were encouraged to read in the recent April, 1973 Veterans' Administration Information Bulletin that the enrollment of veterans under the G.I. Bill had increased 12.4 percent over the previous April, primarily as a result of last year's legislation. All of us were equally encouraged to note that the total number of trainees under the current G.I. Bill approached 4 million this Spring—only 2.2 percentage points lower than for an equivalent period of time following WW II.

Incidentally, we were happy to note in these same V.A. statistics that South Carolina was second in the nation (Alaska was first) in recording a percentage increase during the past year in the number of Vietnam veteran trainees pursuing educational opportunities. South Carolina registered a 31.3 percent increase from April 1972 to April 1973 in the number of Vietnam veterans in training compared with the national average increase of 13.9 percent.

However, there are certain facts we must remember.

a. Nearly 10% of trainees under the current G.I. Bill pursued their education while still servicemen, an option not available following WW II.

b. Participation rates have traditionally been inverse to need; that is, the more education a veteran had prior to entering service the more likely he would be of continuing his education under the G.I. Bill. Conversely, those veterans who lacked a high school education prior to entering military service are far less likely to pursue education than those who had already had some college experience. Coupling this fact with the fact that the educational level of Vietnam-era veterans as a group was considerably higher than that of WWII veterans, we are forced to conclude that, if today's veterans had an average educational level upon separation comparable to that of the average WWII veteran, their participation rates would be relatively lower than they have been. In essence, the very fact that today's veterans have achieved a much higher educational level upon separation means that they are much more likely to pursue further education regardless of the incentive society does or does not provide.

c. Furthermore, we must remember that today's highly technical society demands far more education and training, certainly far more retraining, than was necessary twenty-five years ago. Therefore, we cannot be satisfied with approximating WWII participation rates, particularly while veterans' unemployment has consistently hovered at 10% with a higher rate for minority vets. In addition, many vets are underemployed or have marginal jobs with little opportunity for advancement.

Therefore, AACJC strongly recommends that the committee consider, as a minimum, an annual, automatic cost-of-living increase allowance, which would take into account the almost 10 percent increase in living costs since last year's legislation became effective and anticipated increases for the future. Reliable sources estimate that as an immediate result of "Phase Four" the price of many vital food products will probably rise an additional 40% within a matter of weeks. Unless Congress takes immediate action this Fall, student veterans as well as other fixed income individuals may well be taking, in effect, a very significant cut in their G.I. Bill at a time when many have, for the first time, seen education and training as a viable and economically feasible option to unemployment, underemployment and despair.

AACJC further recommends that the committee seriously reconsider the direct payment of tuition and fees to institutions. We do not speak selfishly on this issue for our institutions stand to gain the least, perhaps even to lose, by such a provision. However, we realize that there are certain states which do not provide student veterans with low-cost tuition opportunities. Most community college graduates find that their college education at the upper division and graduate level, even at public institutions, is much more costly than at community colleges.

Is it appropriate for the G.I. Bill to be the equalizing factor in providing veterans equal educational opportunities regardless of residence or academic program? Perhaps not. But, it is certainly grossly unfair for the burden for resolving the economical inequities of educational opportunities to remain solely and squarely upon the veteran. Until a better equalizing factor is devised, we recommend reconsidering the direct payment of tuition and fees to institutions.

Our second major recommendation needs little comment.

2. A direct federal student loan program.

In our society we have recognized and responded to the needs of many students for low-cost, guaranteed student loans. The veteran is no less deserving of consideration. As long as there are economical inequities in pursuing educational opportunities, as long as educational costs vary greatly from state to state while G.I. Bill entitlement remains constant, many veterans will need additional financial assistance. Most veterans are required to continuously supplement their entitlement by part or full-time employment. However, many veterans, particularly those who have had an inadequate educational background, need to concentrate on their studies, at least from time to time, on a truly full-time basis. A guaranteed student loan program would provide them with the option to "stop-out" from work for a while to concentrate on their studies. It would also be of great assistance to those attending high tuition senior colleges and graduate schools, particularly those whose entitlement has expired.

3. The extension, elimination or modification of the 8-years eligibility period.

With the exception of a cost-of-living increase, no other recommendation carries such an urgent timeliness. Within a year many veterans will see their present entitlement expire under the eight-year provision. The April 1973 V.A. Information Bulletin noted that during the past 12 months more veterans from this group whose benefits will expire May 31, 1974, began (I repeat) *began* training under the G.I. Bill than in the preceding 12 month period.

Apparently, as a result of P.L. 92-540, for the first time many veterans who had been separated many years ago view education as a viable option for them. Whatever the reason for their delay—inadequate benefits, family responsibilities, poor publicity of educational opportunities available to veterans by colleges and federal agencies, lack of confidence in their own ability or the relevance of much higher education to their perceived need—the important thing is that they are now in training and must not be discouraged until they optimize their full educational potential.

Several modifications would improve their chances.

1. A modification of the period of entitlement so that the eight years does not begin until the date of initial enrollment in a post-secondary program. A

veteran might be given up to four or eight years to begin his educational program, then the eight year period of entitlement would begin (with his initial enrollment in college).

2. An extension of the period of limitation from eight to twelve years.

3. Another modification is considered less desirable by AACJC than the previous recommendations. Student veterans who begin to utilize their G.I. Bill benefits within 8 years of discharge could continue to receive their entitlement benefits as long as they were making satisfactory progress toward their educational goals. In effect, these veterans would be receiving an "educational deferment" of the termination of their entitlement period. In an age when many young men avoided serving their country through perpetual deferments, how more appropriate to reward those who did serve by perpetuating their educational opportunities as long as they are making satisfactory progress. Satisfactory progress might be defined as the successful pursuit of an approved course of study on at least a half-time basis for a minimum of two semesters or three quarters during a calendar year.

Although this would represent an improvement over existing limitations, it presents several problems. The veteran who has just begun to utilize his entitlement during the past year or two might be forced by illness or severe economic need to discontinue his education for a period of six months to a year, thereby losing his entitlement. Such a provision would pose the possibility of arbitrary administrative decisions and the probability of additional administrative staff to resolve technical questions of continued eligibility.

4. Amendments related to certain occupational-technical courses.

Many prominent persons in government and education are claiming, "You don't need a college education to be successful or to make a substantial contribution to American society." An increasing number of recent community college and technical institute graduates are living proof of this claim. More and more, community colleges and technical institutes are producing highly-trained specialists and para-professionals who ordinarily do not go on to complete a liberal arts baccalaureate program. They are receiving specific, career education in occupational and technical areas where our country has increasing demands, such as allied health, business and commercial, industrial and technical and public and human services occupations.

During the past seven years the percentage of community college students in career-related programs has grown from 16 percent to approximately 40 percent. Our institutions are increasingly recognizing the validity of short-term occupational education as a valid goal for many students, without discouraging many other students from maximizing their educational and career potential by pursuing college parallel programs frequently leading to graduate and professional training.

Unfortunately, many legislative policies concerning occupational education, which were originally designed many years ago when career-related education and training were almost totally the domain of secondary and proprietary institutions, treat veterans as second-class students.

Student veterans in many occupational programs are paid benefits in accordance with classroom attendance. No such restriction has ever been contemplated for students in academic curricula, even though measurable performance objectives, much more prevalent within occupational than academic programs, are a much more meaningful measurement of student academic achievement.

Today, however, we would emphasize another very significant problem relating to student veterans in occupational programs, that is, the requirement that many post-secondary occupational programs must require student veterans to be enrolled a total of 30 contact hours a week to be considered a full-time student.

A large percentage of veterans are married, supporting families and are required to work at a full-time job while attending school. Frequently, they select an occupational curriculum leading to a certificate (in automotive repair, for instance) which will offer them a trade within approximately one year as opposed to a two-year degree program in a technical field (such as automotive technology).

Occupational courses leading to a certificate are measured on a contact hour basis, a contact hour consists of one sixty minute class session per week. Presently, to receive full-time benefits, a veteran enrolled in and attending classes in a trade curriculum leading to a certificate must have 30 contact hours per week and attend 30, sixty minute classes per week.

To our knowledge there is no state in the country where non-veterans in occupational programs sponsored by community colleges or technical institutes are required to be in class as many as 30 hours a week to be considered full-time. Ascertained state policies indicate full-time occupational programs require between 20 to 27 clock or contact hours per week for non-veteran students.

We believe that the equalization of measurement of courses for occupational, technical and college transfer curricula is necessary. When a veteran learns that he must attend class sessions for 12 hours for full-time V.A. benefits, he feels that he is being discriminated against because of his interest and is being penalized because his abilities are trade-oriented as opposed to technical or college parallel. He is often discouraged and may eventually drop the course prior to completion of course requirements, or he will request transfer to a technical or transfer curriculum which will permit him to draw full-time benefits. The change usually results in a veteran student being enrolled in a course which is either not suited to his goal or abilities. The end result is another dropout who is no better qualified to take a position in the world of business or industry than he was prior to enrollment.

Presently, in many states, Trade or Occupational courses in community colleges and technical institutes are set up on a contact hour basis; but all such courses have established credit hour ratings. As an example, a 12 contact hour shop course in Automotive Mechanics is also rated as a 4 credit hour course.

According to a recent study in North Carolina, an ordinary full-time load for non-veterans in vocational courses leading to a certificate consists of 15 clock-hours a week in "hands on" shop training equated by the institution to 5 credit hours and an additional 12 contact hours in academic classes on campus for which extensive outside preparation is ordinarily required. (This is the highest average minimum full-time requirement for occupational programs in the country, to our knowledge.)

Under the present system of measurement, therefore, the average student veteran in North Carolina would be enrolled in 12 credit hours/contact hours of academic work (requiring an additional 24 hours of classroom preparation), plus an additional 15 contact hours of shop courses—a grand total of approximately 51 hours spent in the pursuit of his education—and he would still be considered lacking three contact hours by the V.A. to be considered a full-time student.

It is strongly recommended that consideration be given to a standard measurement of courses, whether occupational, technical or academic and that this measurement be on a credit hour basis consisting of 1 fifty minute hour of attendance in class per week per credit hour and where shop practice predominates, 3 fifty minute hours of shop be required for 1 credit hour.

This change will benefit many veterans and in addition it will simplify the many procedures and requirements placed upon the Learning Institution and the Veterans' Administraiton in administering Veterans Education Programs for community colleges and technical institutes.

ADDITIONAL COMMENTARY

Section 1788, Title 38, U.S. Code states "An institutional trade or technical course offered on a clock hour basis below the college level involving shop practice as an integral part thereof is to be considered a full-time course when a minimum of thirty hours per week of attendance is required with no more than two and one-half hours of rest periods allowed." This same section of the U.S. Code allows full-time benefits for twelve credit hours of attendance in programs leading to a standard college degree. (Note that this alone can mean that the vocational student must attend as much as two and one-half times as many hours in order to obtain the same benefit. I am sure you can see the problems which can result when both types of courses are offered in the same institution.)

Historically, veterans whose occupational choices required education in occupational subject areas could receive such education only in schools which were not post-secondary in nature. Rapid changes in technology in this country have caused these programs to be broadened in scope and depth to such an extent that they are now an integral part of many institutions of higher learning and include many academic courses normally thought of as college level. These courses require the same outside preparation as they do when taught in any other setting.

It is my understanding that the rationale for allowing credit hours to be the basis of the measurement for degree programs was the expectation that each student would spend two hours in outside study for each hour in class. As we know, this is a rather dubious expectation regarding many college courses; but, nonetheless, it should apply equally to similar courses without regard to the fact that one leads to a degree and the other to a diploma.

Consider the shop type experience itself for a moment. Students are prepared for a career as highly skilled craftsmen who will make a positive, immediate contribution to our society. Training is given on modern, complex equipment required by our current state of technology. The ability to work with precision in metals and with beauty and craftsmanship in wood is developed; yet this is not considered equal to students in "higher education" who roll clay into imaginative figures and shapes, glaze them, and bake them and receive two credit hours—of the twelve required—for a college course called ceramics.

The Smith-Hughes type approach to vocational education which usually meant thirty hours per week in the same shop with the same instructor is no longer used in accredited post-secondary institutions. The Smith-Hughes plan predominated in 1950, the year in which this segment of the current law was written. Please note that this was twenty-three years ago and during this same period of time there have been two reductions in the credit hour requirements for students pursuing the "standard college degree."

Clock hour requirements imposed upon the veteran pursuing vocational courses create undue financial and academic pressures upon this student which are not imposed upon the non-veteran student. For example, the normal full-time course load in occupational programs for non-veterans requires 20 to 27 hours of classroom attendance per week. Veterans must be assigned additional hours in order to qualify for full benefits. This overload is, in many cases, detrimental to the progress of the veteran student and often results in his failure and is not normally even permitted for the non-veteran student. Regular students who experience academic difficulty frequently reduce their course load to allow more adequate preparation for the remaining courses, however, this privilege is taken from the veteran pursuing the same course since to reduce his load below thirty clock hours would result in loss of the full benefits of the G.I. Bill which often necessitates total withdrawal from school due to financial hardship.

It is well known among educators and the general public that vocational-technical education as offered in community colleges and technical institutes has, for the last number of years, been the most progressive phase of education in the country. Education and industry have proved that the desire level of proficiency now required by our economy can be more adequately attained by setting performance objectives in course construction using established credit hour methods of measurement.

Mr. Chairman and members of this committee, AACJC strongly urges that legislation be passed allowing regionally accredited, post-secondary institutions to evaluate each unit of study for student veterans (as they already do for non-veterans) in accordance with the amount of outside preparation required, assigning appropriate credit hour ratings.

In no instance should an occupational or trade program offered by a school require a veteran to take a greater number of contact hours or credit hours for full-time status than are required non-veterans in the same program offered by a regionally-accredited post-secondary institution in that state.

5. Extension of entitlement period from 36 to 48 months, for graduate education.

This is a position which will prompt many others to ask why is the AACJC in favor of providing additional entitlement for veterans who desire to pursue a graduate degree? As an association of institutions of higher learning, many of our member institutions' programs are not directed toward the pursuit of a graduate degree. We recognize that a Master's or Ph.D is not, for many individuals, *the* answer. On the other hand, we do recognize that for some men and women only through the attainment of a graduate degree will they be optimally trained for their chosen profession. It is those individuals we are most concerned about today.

A study completed by the American Council on Education entitled The Vietnam Era Veteran Enters College points out a number of disturbing although interesting facts. In a comparison of differences between veterans and non-veteran college freshmen, the following conclusions were drawn.

1. The veterans were older than their freshmen peers—from 4 to 7 years older. Perhaps this is the primary reason accounting for the great sense of urgency exhibited by most veterans.

2. By all economic and educational measures, "The veterans were clearly from more disadvantaged backgrounds."

3. Veterans entering college were less likely to be white than the average college freshman.

This information along with the results of a number of other studies point out, all too clearly, the disturbing reality of what kind of young man we called upon to fight the Vietnam war.

If we delve a bit deeper into evaluating socio-economic status and educational attainment we find that, at best, most veterans had only a high school diploma when they entered the military. If, after the service, they decided to pursue higher education they assumed that 36 months of entitlement would assist them in obtaining a bachelor's degree.

We recognize the fact that World War II veterans were eligible for a maximum of 48 months of educational benefits based on a comparable period of active duty. Certainly, no one would argue the greater importance of obtaining a graduate degree in today's degree-oriented society as contrasted with post-World War II society. For this reason alone, the option should be provided our young men and women to pursue graduate and professional education after completion of undergraduate studies.

A study last year by the National Association of Concerned Veterans (NACV) revealed that approximately 60% of college veterans recognized that they "needed graduate work in their chosen field of study" in order to compete with their non-vetran peers. Since the vast majority of those individuals began college studies after the service, their 36 months of entitlement were exhausted by the time they received a degree.

There are those who are recommending that the basic period of entitlement be increased from 36 to 48 months only for those who served a minimum of 3 or 4 years on active duty.

However, such a provision would effectively eliminate most combat veterans, the overwhelming majority of which were draftees. Since most combat veterans did not reenlist, they would be ineligible to participate in the extension of the period of entitlement if it were contingent upon their length of military service. During FY 1970, for the Army as a whole, 67% of the infantry riflemen were draftees. However, Mr. Chairman, about 88% of the infantry riflemen in Vietnam were draftees (a truly astonishing percentage).

Mr. Chairman and members of this subcommittee, it would be, it seems to us, unjust to exclude such a large group of men who bore a disproportionate percentage of the combat duties and casualties in Vietnam from a few additional months of educational benefits. We oppose a distinction of this nature being drawn between Vietnam era veterans.

We recommend to this committee that the period of entitlement be increased from 36 to 48 months and that all Vietnam-era veterans presently eligible for 36 months entitlement be eligible for this extension.

We do, however, recognize the budgetary constraints confronting Congress and this committee. With this in mind we offer as a minimum alternative the extension of entitlement from 36 to 45 months (one academic year). In addition, consideration might be given to a restriction stating these benefits could be utilized for graduate work only. This would mean the veteran would still be required to complete his undergraduate degree requirements in 36 months, providing assurance that the additional entitlement is utilized for graduate study.

CONCLUSION

We regret that despite several efforts including two special visits to the House documents room, we were unable to obtain copies of all pending legislation. However, we have endeavored to present testimony that would speak to the general concerns expressed in legislative proposals as we were able to ascertain their content from secondary sources.

The American Association of Community and Junior Colleges and the associations which join with us in this testimony wish to express our sincere appreciation to the House Committee on Veterans Affairs and its Subcommittee on Education and Training, its distinguished chairmen and members, for inviting us to present our views regarding legislative amendments to the G.I. Bill. Although we share the enthusiasm and gratitude of many for the significant improvements to veterans education legislation made possible by the 92nd Congress, we submit these legislative recommendations with the conviction that their adoption would

significantly improve and enhance the educational attainment of our nations' veterans—a goal which has always proven to be the wisest possible investment in America's future.

SUMMARY OF BIOGRAPHICAL DATA

(Dr. Charles E. Palmer)

Born: Wiggins, Colleton County, South Carolina, 1919

Married: The former Rebecca Maull of Charleston, S.C.
  Two sons, two daughters

At Present: Associate Executive Director, State Board for Technical and Comprehensive Two-year Colleges in South Carolina

Formerly: President, Palmer College (Two campuses in Charleston and Columbia)
  President, National Association and Council of Business Schools
  Chairman, The Accrediting Commission for Business Schools
  Secretary, National Association of Independent Junior Colleges
  Member, Commission on Legislation, American Association of Community and Junior Colleges

Honors and Recognition:
  Received coveted award as *Man of the Year* in the Private Business Schools (1959) by the National Association and Council of Business Schools
  Received *Commendation Award For Outstanding Work* in Private Business Education by the Southeastern Business College Association (1964)
  Received Honorary Doctor of Commercial Science Degree from Ft. Lauderdale University

Publications:
  Authored or coauthored ten books and numerous articles in the field of business and accounting

Higher Education:
  Rice Business College, Charleston
  La Salle Extension University
  Army Finance School
  Princeton University
  University of Minnesota
  The Citadel

Military Service: 1942–1947—USAAF—Captain

Mr. PALMER. I speak this morning on behalf of the American Association of Community and Junior Colleges and also for the American Association of State Colleges and Universities.

In giving a summary there are several major points. We have eight altogether. I would like to speak to them very briefly. Some of them, of course, have more importance than others, but all of them warrant your consideration. I would very respectfully recommend them to the subcommittee.

One of these is an appropriate increase in the basic educational entitlement. Veterans, and I happen to be one, and educators are very grateful for the very encouraging and significant increases which were granted last year through Public Law 92–540, but there are also good reasons for increasing the entitlement.

We would recommend very serious consideration should be given to two improvements which we think are important. One is a provision for an automatic annual cost-of-living increase in the subsistence allowance. We consider this to be absolutely necessary if the training allowances last year are to maintain parity in the years to come.

This is particularly important right at this time, Mr. Chairman, because of the implications of phase 4 and the increase in the cost-of-living, and so forth, which are taking place right now.

We feel that it would be very desirable to have this an automatic increase related to the increased cost-of-living type of increase each year rather than have to come back to Congress each year, or every other year for appropriate increases.

The second is, and this is a very serious matter, consideration of the direct payment of tuition and fees to institutions. Veterans speak to this insistently, particularly those veterans who are from States and communities where there are not adequate programs and educational opportunities for low-cost or no-cost education in their particular educational objective.

I would like to speak to that a little more at a later point in time.

Another point which we would request for your consideration is, and has been suggested before, a direct student loan program for veterans, and we would suggest as an alternative a broadening and strengthening of the secondary loan markets to support the federally insured loan program.

There just is not access available to the veteran to the federally insured loan program at present because there simply is not enough loan money available under the present circumstances.

We recognize this is in the bill but it hasn't been achieved yet. We are opening classes in the last of August and first of September and there is a dire shortage of loan money.

We suggest also for your consideration the extension, elimination or modification of the 8-year eligibility period. It is the official position of the American Association of Community and Junior Colleges and of the American Association of State Colleges and Universities that they would recommend an extension of the period of eligibility from 8 to 12 years and/or a modification which might permit the veteran a period of 8 years of eligibility to begin when he begins his educational experience.

The fourth one, amendments related to certain occupational-technical education courses. I would like to come back again to this later. It relates to the measurement of vocational and technical programs in regionally accredited post-secondary educational institutions measuring these programs on a clock-hour basis rather than a credit-hour basis.

This matter has been discussed before. I would like to recommend this to you and at a later point in my testimony refer again to it, based on my own experience over the years in both proprietary education and independent junior college education, and more recently as an administrator in State supported 2-year college systems in South Carolina.

I have seen it from all aspects, gentlemen, and it does require—I say "require" advisedly—additional consideration.

We recommend also the extension of the entitlement period from 36 to 48 months for veterans and wives and widows of veterans. We understand that the distinguished subcommittee chairman, Congressman Helstoski, has presented a bill in this regard. We support him in it.

Another point for consideration is an accelerated payment provision similar to that embodied in the World War II veterans' benefit bill.

Another point which is of a great deal of interest to us and which gives a great deal of promise for the future is the Veterans' Administration student services work study program. We would recommend an enlargement of that program with specific reference to the elmination in the bill of the parenthetical phrase which places a limitation of 800 man-years or their equivalent in man-hours.

We think that kind of numerical limitation might well be eliminated and left to the administrator to determine just how many he could advantageously and effectively use in the program and let him go as far as funding and effective utilization will permit him to do so in this very worthwhile program.

We also would recommend in this connection that the regional offices around the country be urged to contact the colleges within their regions concerning the utilization of this program and the employment of these veterans under the supervision of responsible college officials for college-sponsored veterans' outreach programs to try to bring more benefits to more veterans and have them take more advantage of the opportunities which are available to them with the resulting economic advantageous benefits to the communities themselves.

We were quite disturbed in the last few months concerning attempts to cut back the level of disability of severely disabled veterans, and in the midst of the spiraling inflation which we have we feel that any suggestion that disability benefits of this kind be reduced should be referred to the Congress for consideration before it becomes a fact.

We think this is of that importance and we recommend it.

There has been a tremendous amount of interest shown, of course, in the Vietnam Era veteran. The American Association of Community and Junior Colleges has taken a leading role in that. Under Mr. Betts, with whom I have had the privilege of working for a number of years, and Dr. John Mallan, for the last 3½ years, who has been working on summer activities, the American Association of Community and Junior Colleges has developed an ongoing special program to encourage and assist institutions in becoming more responsive to the needs of veterans.

I very respectfully suggest to the subcommittee a program started by the American Association of Junior Colleges started 1½ years ago called servicemen's opportunity colleges. This is a program under which 2-year institutions would commit themselves to making it possible for veterans to succeed rather than to pose obstacles to their success as so often happens.

In the processes of the traditional college and the requirements which they have concerning the earning of credit, the establishment of credit and the requirements for a certain amount of time spent on the campus, particularly the senior year, from any serviceman particularly this is not possible.

The servicemen's opportunity colleges actually devoted themselves to working with veterans and even permitting veterans to contract with the college over a long period of time to act as their educational mentor, so that they may transfer credits earned elsewhere back into the institution, and where the elimination of the residency requirement has been achieved so that they may literally earn their work outside the institution completely but are given the opportunity to express themselves and to benefit themselves and take full advantage of the educational opportunities available to them which they need.

I might mention—which is very encouraging now—that this program is soon to become a part of the program of the American Association of State Colleges and Universities. They are going to implement it at the 4-year level as it has been implemented at the 2-year level by those institutions under the auspices of the American Association of Community and Junior Colleges.

We have some information here and brochures that can be made available to the committee members.

I would like to leave the prepared text and testify just for a few moments as an individual. I can subscribe to the official position of the two organizations which I represent, but I also, as a veteran, having spent some 24 years in all aspects of postsecondary education, with particular reference to occupational education, there are certain aspects of the present bill and the administration of it which we think could be improvd.

We have a very high regard for the VA and are very grateful to this subcommittee for what it has done for veterans. But, there are certain things developing which we consider to be not in the best interests of the communities, or veterans, or the country, and I would like to touch on those in relationship to this.

We have made the recommendation for an increase in entitlement, and while the veterans and college administrators appreciate the improvements made last year in 92-540—and they were very welcome and badly needed—veterans are still convinced and I think they are right, that the Vietnam GI bill benefits are not yet on a level with the World War II benefits.

We feel there should be some parity or some comparability here. We don't think necessarily they should exceed it, but we don't think they have reached that level yet.

I might mention, Congressman Dorn, that we are very proud in South Carolina that South Carolina was the second in the Nation in the increase of Vietnam veterans entering college during this period from April 1972 to April 1973. We had 31.9 compared to a national average of about 14 point something. This didn't happen, this was planned this way because South Carolina is so interested.

There are a number of factors there. One of them is the servicemen's opportunity college. A number of institutions in South Carolina, perhaps large than most States, have accepted this philosophy and are working actively with the bases in South Carolina to get people started while they are still in the service.

As you know, about 10 percent, I believe, of the Vietnam veterans taking advantage of this bill are still in the service. This is encouraging. They are getting a head start. We are glad to see this.

The University of South Carolina has recently established a 2-year campus, a nonresident kind of campus to meet the needs of servicemen in South Carolina. This is a very good thing. We have encouraged that and cooperated.

We have a very excellent 2-year college system in South Carolina. For many years I competed with it in private education, and now I am a part of it and very glad to be there because this series of institutions are dedicated to economic development of South Carolina and to providing educational opportunities.

Just this week in South Carolina we had a 10-man team from Rhode Island and a 2-man team from Puerto Rico visit our State headquarters for the purposes of observing our technical education system. This is the 41st State delegation that we have entertained over the past 2 years in South Carolina. This is recognized as an excellent system. I am bragging a little but please bear with me because it relates to veterans.

The system in South Carolina is occupationally oriented. We make no apologies for it. This is by intent. We also provide general educational responsibilities and opportunities, but we are occupationally oriented with low-cost commuter-available open-door types of institutions and these are the reasons we have had the increase in veterans, and that is the reason we have so many more people now than previously were going on to college.

Another thing is the very excellent relationship which we have in South Carolina with the Veterans' Administration and the State approval agents. They work very closely. They are making these opportunities available.

We repeat here then the recommendation that we need serious consideration of the annual automatic cost-of-living increase to keep pace with the spiraling cost of living, if the veteran is to be not only encouraged to take advantage of educational opportunities, but make it possible for him to continue to completion where he finds himself in an economic bind after a while and cannot do it.

We need another thing and this is an important one. I understand the position taken by other interested parties, but I recall in World War II the GI bill in which we had a system for direct payment of tuition and fees. I respectfully submit that was a good system, even though I heard of abuses. I cannot believe that the Veterans' Administration and Congress cannot control those abuses.

That made it possible for a lot of people to go to a lot of institutions and it is needed now. What happens on the practical approach to this thing, gentlemen? Let me see if I can explain this in as practical words as I can.

Under this bill, in the present situation the veteran receives a flat allowance which, when you take into consideration the cost of living since World War II, is less than the man in World War II got as a training allowance and, in addition, in World War II his tuition, books, and supplies were paid.

Now he receives an allowance which is low and he must then choose the institution to which he wishes to go. Since the allowances are lower than they were before, this present situation has the tendency to channel students to the lowest cost college regardless of what they may offer or regardless of what the educational opportunities may be, or the objective of the student.

Mr. Helstoski. Excuse me, Dr. Palmer, that is the second bell. We have 10 minutes to get to the floor. We will recess the hearing for approximately 15 minutes.

[A 15-minute recess was taken.]

Mr. Helstoski. Dr. Palmer, you may continue with your testimony. You were making the comparison with the World War II benefits received.

Mr. PALMER. Mr. Chairman, one of the advantages which can be achieved through the direct payment of tuition and fees similar to World War II is that the veteran will be free then to choose the program in an institution which he wishes without having to give consideration to the economic impact of tuition payments from his already inequitable, so he feels, educational allowance.

What is happening now is that when he has to pay tuition from his educational allowance he is automatically channeled into the lowest cost colleges, regardless of what his occupational, educational, or objective may be.

This not only subverts his own aspirations but it also places many private colleges at a serious disadvantage in recruiting veterans or accommodating veterans, and also places many of our higher-priced, tuition-wise, institutions from being able to attract these veterans or, to put it another way, because we ought to keep the emphasis on the veteran-student he is simply not able, because of economic considerations, to choose the institution and the program which he would like to choose because he simply does not have enough assistance to enable him to go to any other than the lowest cost institution.

This is a consideration. We would urge that you take another look at it because we feel this is an inequity.

Another thing that is directly related to that is the fact that many of our veterans are disadvantaged persons and many of them are simply not able to complete the program of study they would like to complete within the 36-month entitlement which they now have.

This is the reason for the suggestion that it be increased to 48. It will give many of them more opportunities and more time in which to achieve their potential. Many disadvantaged veterans, under the PREP and other programs, will get started as servicemen, will have a period of time for readjustment after they leave the service and then will start their educational activities, many of them requiring developmental studies. Even though they have high school diplomas many of them still require assistance before they are able to move into the full mainstream of a post-secondary educational experience.

Many of them, however, are finding, particularly through the 2-year-college experience, that they can't do it. They can't actually achieve a postsecondary education and wish to go on. So, we have a somewhat limited span in time in which they can do this. We would suggest perhaps a consideration of from 36 to 48 months of entitlement.

Not all of them will take advantage of the full 48 months. We recognize that those who should we ought to give them an opportunity to do it.

This ties in also with the recommendation that it would be a longer total span for them to start and to complete. We have a major emphasis, as you know, on the disadvantaged. This also, we think, for those who may not be disadvantaged as well as those who are, would provide an opportunity for some graduate study within the framework of their entitlement under the present Vietnam bill.

Another matter which we consider to be of prime importance, and, gentlemen, I fully recognize that this matter has been discussed before, has to do with the measurement of college level programs, occupational and technical in nature, on a clock-hour basis.

I would like to speak to this for just a moment. I know it has been discussed before and I know the positions which have been taken before. I would like to suggest to you just as the direct tuition and fee World War II structure as opposed to the present has a tendency to channel students on an economic basis rather than on an educational objective basis or a personal objective basis, this measurement on a clock-hour basis in postsecondary educational institutions is having the effect of channeling students into the liberal arts or general educational programs rather than occupational and technical programs.

Recent studies have shown that only 20 percent of the jobs today require a baccalaureate degree. There is a tendency away from the baccalaureate degree as a requirement for all jobs to high school graduation or, for a significant portion of them, some 1-year or 2-year postsecondary educational preparation.

Studies show that 80 percent need some form of occupational training. Within the community colleges in the last 7 years there has been an increase from 16 percent up to 40 percent of our students in occupational programs.

There also have been very, very significant increases in the number of students attending on a part-time basis. In our system in South Carolina we have by far the largest number of students attending classes in afternoons, evenings, and weekends because they are working full time, many of them, and a very large number part time, but more full time taking part time than we have full-time attendance working part time.

This has come more and more because of the economic realities of life. These men have families, they are married and have children. With the cost of living spiraling the way it is they have no recourse except to achieve their educational opportunities this way. Of course, many of us did this after World War II also. This is not anything new but it is becoming more and more significant and important now.

The 30 clock-hours measurement for vocational courses is actually a high school concept which was adopted about 25 years ago, and I respectfully suggest to you gentlemen times have changed. Teaching methods and technologies have changed and the vocational program in a 2-year post-secondary institution now is not a 6 hour a day, 5 day a week hands-on experience where the student comes in in September, is assigned to one instructor, stays in the shop 6 hours a day, 5 days a week for 9 months and goes home for 3 months. That is a high school concept.

But, in a post-secondary educational institution we have an entirely different situation. For example, we are required by our accrediting associations to measure our work in terms of credit hours, semester quarter credit hours. And a normal load for a student is about 15 credit hours per week.

The minimum credit hours which can constitute full-time attendance under the VA regulations is 14 or 12, depending on the circumstances. Take an example now of a student in a 2-year technology program.

He may want to be a machinist, a civil engineer, a technology student, or he may want to be a cabinet maker or an agricultural specialist. And we have all of these types of programs.

A normal situation for him would require two or three courses offered on a traditional college basis which would require three clock-hours of attendance each week, for which he would get 3 credit hours per quarter, or a total, if he had two courses, of 6 credits. If he had three it would be nine, and requiring preparation outside of class. This man may also have one course of a shop nature, which would have to meet for nine clock hours to get three credit hours, a 3-to-1 relationship. That is typical.

He may also have a fourth or fifth course of a lab nature, such as, chemistry, or physical science, or something of this nature which might require 6 clock-hours to achieve 4 credit hours.

If he has four or five subjects he is going 18 to 21 clock-hours per week. He is carrying 13 to 16 credit-hour loads per week, which is a normal load. If he is to be considered full-time for VA benefits, somewhere he has got to pick up some 9 to 12 more clock-hours of attendance, and he has got to have another one or two courses in addition to the four of five normal courses he is already taking.

Where do you get those courses and how do you provide a meaningful learning experience for this man when he is entirely out of step with all of the non-veteran college students with whom he is attending? This is a very serious situation, gentlemen, and I recommend it to you for study.

We are no longer teaching as we did 25 years ago. We have teaching aids now that help tremendously. We have learning resource centers in all of our institutions where people do a lot of preparation, where they are given a lot of individual instruction, where they are helped as persons to remedy their deficiencies so that they can be successful. That is the intent of all we are talking about, the student becoming successful.

I have made many graduation addresses and one phrase that I like to make, and still hold to it, is that a teacher hasn't taught until the student has learned. That is what this is all about, that we are placing an artificial, unnecessary and unreasonable problem or obstacle to the occupationally oriented student, the craft oriented student in a post-secondary educational institutional.

It has all of the bad connotations that go with gerrymandering and all the other types of things which you have to do to make it possible for him to attend. What often happens is he simply picks up and goes into some other program of study.

May I make this one example and I will move on? If Congressman Helstoski and Congressman Dorn were to enter a 2-year college and one wanted to be a cabinet maker and one wanted to get the first 2 years of a 4-year college program; if Congressman Dorn wanted to do that he would be required to take a minimum of 12 credit hours, which would require a minimum of 12 contract hours of attendance per week.

If Congressman Helstoski, on the other hand, wants to be a skilled artist of a high level of technology he has got to go through 30 contract hours per week, or two-and-a-half times as many contract hours as Mr. Dorn. Most of the veterans aren't able to do that, particularly they cannot meet those attendance requirements on a part-time basis and that is the way most of the students are coming in.

The tendency then is for this man, regardless of how badly he wants to be a skilled technician, he wants an education first. He wants it as a skilled technician second. He says, I will get my education and if I can't do it in one I will have to take the other.

So, he enrolls in the program that requires 12 contact hours per week, works for the general education diploma or degree or for a liberal arts diploma or degree. This is directly contrary to where our needs is these days, our need in this country for more workers. This is particularly true in South Carolina, and right in your district do you realize what a shortage of skilled people there is right now.

This is a very significant thing, gentlemen, which I recommend to you. I understand what has happened in the past, but I think it is time to take another look at it. We have very significant and telling examples now that we can give you why this requires another approach to it.

I would suggest that a very simple approach to it would be this, that legislation be passed or regulations be promulgated that would permit regionally accredited post-secondary institutions to measure each course or an appropriate credit hour basis as we will suggest below.

The typical colleges which measure their courses—I am talking about a unit of study, not a 9-month course—in terms of credit hours and that those regionally accredited post-secondary institutions be permitted to evaluate their courses in the customary manner as they have done and as they are required to do for accreditation.

This would mean that the typical liberal arts type course would be measured on a 1-for-1 clock-hour to credit hour basic per week, and lab classes, like science and other natural sciences and chemistry would probably be on a 2-to-1 basis for just those courses which require a lab.

And for those courses which require shop experience they would be measured on a 3-to-1 basis, which is a fairly typical basis, but don't place a 3-to-1 basis on the whole program of study, which eliminates the veteran's possibilities. He can take a normal load in this and take care of his shop time with increased hours.

But, when you put a 3-to-1 requirement, 30 hours, on his total educational program he can't do it.

Mr. DANIELSON. May I ask the gentleman a question here, Mr. Chairman.

Mr. HELSTOSKI. Yes, Mr. Danielson.

Mr. DANIELSON. You talk about 1-to-1, 2-to-1 and 3-to-1. In order that the record be clear, what do you mean by 1-to-1, 2-to-1 and 3-to-1?

Mr. PALMER. In higher education a person will attend classes 1 hour per week for a quarter or semester to earn 1 credit hour. This is in the typical teacher-student organized classroom lecture type presentation so typical of higher education in the past.

In those classes where laboratory experiences are required, such as in chemistry, biology and so forth, the normal pattern is to provide credit on the basis of 1-to-1 for that portion of the course which is taught in the normal classroom situation and credit at the rate of 2 contract clock-hours to 1 credit hour for those hours which require the lab experience.

Mr. DANIELSON. Two hours in the laboratory for 1 hour of credit.

Mr. PALMER. Right. And as a result of this you may have a student going to class for over 6 hours per week and he will get 4 hours of credit, a combination of lecture and lab. It is also typical that where extensive shop type activity requiring hands-on application is required that a 3-to-1 clock-hour to credit-hour relationship exists.

Mr. **Danielson.** He would work 3 hours in the shop for 1 hour credit.

Mr. **Palmer.** Right. I am saying simply it would help tremendously if in regionally accredited post-secondary institutions if the teaching situation is in this light, that you permit the indivdual course to be measured on these bases rather than the entire program.

Mr. **Danielson.** This goes back to the old theory that for a typical, standard, classical, traditional college course 1 hour in the classroom implied 2 hours of preparation.

Mr. **Palmer.** Yes; and we are still sticking with that. We are permitting it to be applied on an individual unit or subject basis.

Mr. **Danielson.** I just wanted the record to be clear because sometimes we indulge in jargon and may not mean the same thing.

Mr. **Palmer.** I appreciate your question bringing this out. You see, the requirement refers to a vocational course. This is a high school or a vocational term. In the college level we refer to a course as a unit of study, what you might refer to as a subject. I think this gets in the way too.

We are just simply suggesting that the institution, and it is required in order to be permitted, to measure each individual unit of instruction, the subject or course, depending on what it is and how much time is required and what the worth of it is, and that the sum total of what this veteran or student is taking ought to be accumulated on whatever is a normal full-time load on the basis of credit hours ought to apply, whether he is a civilian, veteran, or anything else.

This is a point I wish to make and I recommend it to you very strongly for consideration. It is time we took another look at this.

There are one or two other points which I can cover very quickly. The suggestion has been made for a veteran's direct loan program. We have two programs now, as you know, the national direct student loan and a federally insured loan program.

While I can understand the need for this, if something doesn't happen on the other, we must recognize the chances of a third one would be slim. But, the most important part is accessibility to one or the other of the existing loan funds.

Having been in an institution for so many years, I can tell you that the financial aid officer has a particularly tough problem because he never has enough financial aid to meet the needs of all the people.

So, when a veteran comes in who is drawing a subsistence allowance and the other man here is not a veteran and has equal need, he is going to say: "You have got some aid over here I am going to have to take care of him first." This is a logical thing.

If you had accessibility to a federally insured loan program available to both of them you wouldn't have this problem at all. The veteran would be able to borrow what he needed in addition to his basic allowance, and the nonveteran could also borrow what he needed, depending upon his own individual needs.

This ties in with the 48 months of entitlement. It ties in also to the increased benefits suggested for the direct payment of tuition and fees. This is another means of making educational opportunities more accessible to all students, including veterans.

A part of this, as we recognize, is the reluctance of lending institutions to make the volume of loans in small amounts requiring the high cost for servicing that we now have, and the secondary market is in the middle. This needs to be expedited as quickly as we possibly can in order to increase the flow of federally insured loans to students.

I might mention that in our own small institution in South Carolina, Congressman Dorn, we established our own student loan program under the federally insured loan program by our own institution. We couldn't get money otherwise for students. We went to banks and borrowed money and used it as seed money to establish our own student loan program, and in our small institution today we have about $700,000 in the federally insured loan program which is revolving all the time. This is how we take care of students. This is how we keep up enrollments. This is how we offer educational opportunity.

We did this on our own, as Mr. Betts knows. It is one of the few educational institutions that did this. It was a matter of necessity as a private institution that we do this.

Mr. DANIELSON. Mr. Chairman, may I ask a question?

Mr. HELSTOSKI. The Chair recognizes Mr. Danielson.

Mr. DANIELSON. How long have you had this insured loan program going?

Mr. PALMER. Three years.

Mr. DANIELSON. Can you tell us what has been the experience so far in the repayment of loans?

Mr. PALMER. It has been surprisingly good. This week, out of 1,000 loans that we have, give or take 50, and they are relatively small being a 2-year rather than 4-year college, I signed 38 requests for reimbursement because of default.

Mr. DANIELSON. Out of your 1,000 loans how many were due?

Mr. PALMER. About 450.

Mr. DANIELSON. Just under 10 percent defaults.

Mr. PALMER. Yes. I think most of those will be collected by the Government.

Another thing that we did which is of importance to this committee is we established as a part of this our own veterans' "start-up" loan program. We were able, under the federally insured loan program, to make loans to veterans to enable them to get started in college, which they could not have done otherwise.

This was a byproduct of the same strong emphasis on our part in attempting to meet the needs of the hands-on veteran students. My figures may be slightly high. I am of the impression that our rate so far is at about 7 percent but it may be almost 10 percent. I am speaking from memory, so bear with me.

Mr. DANIELSON. I understand. Are you talking about absolute numbers of loans or dollar value?

Mr. PALMER. I am speaking of numbers of loans because the average value of these loans would run about $500. This makes it very expensive, a small loan of that nature.

Mr. DANIELSON. What rate of interest do these loans get?

Mr. PALMER. Seven percent. What we did on this, Mr. Danielson, is we borrowed money from some of our good local banks at 7 percent and loaned it at 7 percent. We had to carry the cost then of all the servicing of these loans ourselves.

Mr. DANIELSON. The only people making the money off these loans are the banks.

Mr. **Palmer**. Right.

Mr. **Danielson**. Thank you.

Mr. **Palmer**. In trying to sum this up, gentlemen, I think if we can extend the entitlement to 48 months I would make a recommendation of my own to you that an approach to getting veterans started would be to give them, say, a 2-year period immediately after they are discharged to make the adjustment and get started in their educational program, and perhaps to give them a period of, let's say, 10 years after that to complete the programs.

I make this suggestion on this basis. There is a very definite trend toward increased part-time enrollment and lessening full-time enrollment on the part of veterans, and for a veteran to go through a 4-year college program on a part-time basis in an 8-year period is virtually impossible.

He must have some opportunity to have his program fluctuate. He must have some opportunity in that 8-year period to stop-out for a while. Our own instructors in South Carolina we try to have them go back for a summer to industry every 3 years to keep up to date so they will know what it is they are trying to teach these people.

I say the same thing needs to be provided within the framework of your entitlement to veterans. I have been working with them for a good many years at all levels and I strongly recommend these things to you.

It has been a pleasure to talk to you. I understand the circumstances today and I am very grateful for the consideration you have in going back and forth for this.

We have an excellent program. It needs just a little bit of reevaluation to make it truly responsive to the needs of those for whom it was intended. I appreciate the opportunity to talk with you. I will be glad to answer any other questions which any of you may have.

Mr. **Helstoski**. Thank you very much, Dr. Palmer, for your comprehensive testimony.

Mr. Chairman, do you have any questions?

Mr. **Dorn**. No. I just want to thank the distinguished chairman of the subcommittee and to thank Dr. Palmer. I think this is really a fantastic testimony and will be beneficial to the subcommittee and the Congress.

I say this by way of commendation to you, Mr. Chairman. Every dollar we spend on education is simply an investment. It is the best investment I know that the government—local, State, and National—institutionwise can make today.

I mention it at every opportunity. I want it to go into this record. I remember that when the World War II GI bill was operating we had some complaint at that time that it was going to put the Federal Government in control of education and lead to socialism and all these things.

We spent $19 billion that Congress gave us to help educate 10½ million American men and women returning from World War II. Already these 10½ million men and women have paid into the Federal Treasury $150 billion more than they would have paid had they not earned the higher income because of that investment in that education.

I don't know of any better business in the history of the world. It is good business for the Government and for everybody. And I believe, further, that 90 percent of these people are homeowners, so instead of contributing to socialism, it has had the opposite effect. It has made these people independent homeowners and taxpayers.

I don't know of any program today, Mr. Chairman that is a better investment.

I do want to add that I agree with you about veteran's benefits and the loan program and the disability rating. Dr. Palmer came out very strongly against any cuts in the disability ratings of veterans.

I want to thank you also, Mr. Chairman, and emphasize I know Dr. Palmer is as well qualified in this field as any American. He has dealt with these people on a working basis. Two-year technical and vocational education courses are paying off in South Carolina and in other areas today.

We have a tremendous demand from industry for this type of individual, who is trained in a specific field. They are earning good money after they complete training. Jobs are waiting. This is the kind of thing that we need in the South, as well as in all other areas of the country.

I could use two or three good typists right now. I don't care whether they are Vietnam veterans, men or women. I could use them right now if they could simply type and take shorthand. It is as simple as that.

Thank you, Mr. Chairman.

Mr. PALMER. I think you are familiar, of course, with the special schools program which our institutions offer in South Carolina which has brought so much industry into our State. It has tripled our State income in the last 10 years.

The budget and gross income of South Carolina has tripled in the last 3 years and primarily due to the tremendous influx of industry into South Carolina brought there through the willingness of our State to underwrite the initial training requirements for whatever kind of labor force is needed for our State. The results are fantastic.

As I mentioned a little earlier, we have had our 41st State send a delegation to South Carolina to study our system just this week.

Mr. DORN. And foreign countries.

Mr. PALMER. And foreign countries.

Mr. DORN. South Carolina is generally credited with having the best technical adult education program on the face of this earth, and it is largely because of men like Dr. Palmer.

A lot of these jobs that are waiting are high-paying skilled jobs which require technicians.

Mr. PALMER. Congressman Dorn, we kicked off this week in South Carolina—we went back to World War II with "Tillie the Riveter"—we are starting a special schools program this week to meet the needs for machinists in the metal working industry in South Carolina, recruiting men and women for 3-month courses, initial entry type courses on a cram basis for this purpose.

We have another program in South Carolina with which the general public may not yet be aware. The construction industry in South Carolina has forecast their need for by 1980 more than 100 percent increase in the number of construction workers in South Carolina. This is some 24,000 workers to be provided by 1980.

This is the responsibility primarily of the tech system in South Carolina with all the help we can get from the vocational departments of the high schools, the proprietary schools and the 2-year regional campuses of the universities. This is the kind of thing we are faced with.

You will not find a technical educational hierarchy in South Carolina in the technical education system. This is a unique creature intended for this purpose. This is the reason I have made the recommendations to you today, so we can get more veterans in a more effective manner to the kind of occupational education where they can earn excellent salaries.

We had an example just last week. A person taking a 1-year program which involves welding. That person goes out at about $4 an hour. We had a crash special schools program just to train a man to do nothing but weld. After 8 weeks the construction industry snapped those people up at $5.76 an hour, including the instructor.

We simply couldn't compete because they took the instructor, too. This is the kind of thing we are faced with. I think other States are faced with similar situations. We need to be responsive. We need flexibility and I have the very highest regard for the Veterans' Administration and what they can do.

We need to take another look at this to enable us to bring veterans in, encourage them to complete the program of study because they will pay their way many, many times over. They will return benefits to the State.

Mr. **Dorn.** I made a little talk in Wisconsin at a small college sometime back, and this is one point which I tried to make, that State institutions are the key to vocational training.

Mr. **Helstoski.** Mr. Zwach, do you have any questions?

Mr. **Danielson.** I have no questions. I wish to thank the gentleman for his very informative testimony.

Mr. **Helstoski.** Mr. Zwach, do you have any quesetions?

Mr. **Zwach.** Thank you, Mr. Chairman.

I am impressed by the depth of your knowledge, feeling, and concern for veterans. It is the type of thing we want and need in our country.

Going now particularly to your recommendations, do I understand that you give quite a priority to a cost-of-living adjustment on the $220 in the law we enacted last year? Do you feel pretty strongly that to keep the ability of the young veterans to stay in college there ought to be a cost-of-living factor in there?

Mr. **Palmer.** Yes, we do, very strongly. We feel to get them started and give them the encouragement they need and the sense of security and the program they need this would be very, very helpful.

Mr. **Zwach.** If all of this can be achieved is this one thing that you would say is basic to insure our veterans the opportunity?

Mr. **Palmer.** Yes, that is one of the most important.

Mr. **Zwach.** The other point that I think you have put considerable stress on is the fact that some of our veterans are starting to run up against the 8-year period and that there ought to be adjustments in that area.

Could you just capsulize a little further your knowledge in that area? We actually have students that just started a year or two before the 8-year expiration and, therefore, are going to be bumping against this before they finish.

Mr. PALMER. This is not so much an immediate fact as it is a forecast for the future. Students who wish to go on after a 2-year program into an engineering technology program or some other 4-year program, when they are attending on a parttime basis the chances are they are going to run out of entitlement after 36 months and run into the 8-year limitation, those two things.

These we consider to be very important. I don't think they are critical yet. We have time enough to do them without any serious damage, but they are matters which should be considered. They are serious.

Mr. ZWACH. That is all, Mr. Chairman.

Mr. PALMER. I will make one other point, if you will bear with me. I am really quite concerned about the clock-hour measurement in post-secondary education. I am quite concerned about that because it is having two adverse effects.

It is channeling people away from occupational education. It is causing veterans to be doing things that are not in their own best interests and the best interests of the community.

Mr. ZWACH. We in Minnesota believe have one of the outstanding area vocational education structures in the country. I helped start that program as a legislator in 1948 and I am real happy to see that in your area you have also done so well.

Are you familiar with the Minnesota system?

Mr. PALMER. Yes; I was employed by Northwest Airlines in St. Paul-Minneapolis for about 2½ years. I was in charge of the personnal and training activities right after World War II.

Mr. ZWACH. I have long felt that the rigidity in which we have kept higher education is not for the modern times. We have something to learn there. We need more flexibility. We need know-how in learning and not so much stiff requirements for a degree, and so on. I am in strong agreement in these areas.

Mr. PALMER. I want to make sure you get a brochure on our Servicemen's Opportunity College because this is directly in line with what you have just said. We are quite proud of that.

As you can tell, we are quite earnest, sincere, and enthusiastic in what we are doing and would like to see a little bit more flexibility and a little bit more present-day academic thinking, a little more present-day technology reflected in the regulations in which we expect it to operate. We can do great things. We can help a lot of people.

Mr. ZWACH. Even our educators need to be jarred now and then, don't they?

Mr. PALMER. Yes; they do. You have covered the most significant points that I hope to make today.

Mr. ZWACH. I have no further questions.

Mr. HELSTOSKI. Dr. Palmer, you might know that a study is being conducted to make the comparison you suggested between World War II and Korean veterans' parity with Vietnam veterans in regard to educational benefits. It is my understanding it will be completed the 30th of August and presented to the Congress by the 17th of September.

We had just that in mind when we began these hearings—to see whether or not the Vietnam veteran was being given every opportunity for educational benefits.

I have just one comment in regard to occupational training in vocational education. Probably what we have seen happening here in the past several decades is a trend away from that kind of educational process.

We are no longer training our artisans in auto mechanics, masonry, carpentry, sheet metal, and the like. But, you point out very well the success of such a program in your State. You criticized the measurement we have in terms of clock-hours.

Actually ,what you are suggesting is the Veterans' Administrator ought to recognize a regional basis for this kind of measurement and move away from the larger area organization that recognizes clock-hours.

Mr. PALMER. The type of institutional type of accreditation which indicates the basis on which it operates and whatever measurement is applicable to that particular segment of education, that normal consistent basis of operation, we should measure hours that way. That is all.

I am not suggesting we should give up 30 hours entirely. Those institutions that operate on that basis, this is a good measurement, but it is not a good measurement for post-secondary education in today's technology.

Mr. HELSTOSKI. Do your recommendations necessarily appear in the sequence of a suggested priority?

Mr. PALMER. They are all important. The increase in entitlement benefits in years. There are two or three of those all related to the same thing. And giving more time and more support.

I would say a third one is emphasis on the secondary market for loan funds in order to make these available to help veterans after their entitlement is exhausted to help them with their living expenses over and above.

We have a dire shortage of classrooms in State-supported institutions, particularly the low-cost ones. We have a great surplus of classrooms in many of the 2-year and 4-year private colleges of this country.

The tuition payment differential. Certain actions have been taken to modify it. South Carolina now has a tuition supplement plan to help the private colleges in this regard. We feel that the direct payment by the Government of tuition fees would free the veteran to choose the institution where he can get that which he seeks.

It would also, as a supplementary byproduct, help ease the crunch of private institutions in this country. What I am saying does not necessarily react to increased enrollments or benefits to the 2-year State-supported colleges. They are low-cost, open-door type institutions.

We are getting a great deal of pressure from students coming to us that could be relieved somewhat if the tuition was paid direct to the institution. They would go to private institutions and some of the State-supported colleges and would equalize without placing the pressure on us. Other people have classrooms standing idle. This is a by-product which economically we should consider, we believe.

The important thing is not public and private education. The important thing is the emphasis needs to be on the student making it possible for him to achieve his occupational training, raise his own economic level and make contributions to his community and to the State.

As a citizen and taxpayer that is what I see as the purpose of this GI bill, to help him adjust from military service and to raise him to the very highest possible level where he can be a contributing member to society, and where he can take an active role in society.

It is more than just a training situation for vocational skills. It is an educational process merged with this. There are institutions which concentrate on just the vocational schools and we feel they should be encouraged.

But, the post-secondary institution has a broader responsibility than just that. It has an educational responsibility to the individual and to the community and to the State. This is related also to the recommendations which I made.

Mr. HELSTOSKI. The increase of the time period from 36 to 48 months in many cases could be used in respect to a 5-year program. Do you have any concept of what percentage of veterans you anticipate would engage in such a 5-year program were it to be brought in to include a 4-year period of entitlement as opposed to 36 months?

Mr. PALMER. I don't know about the percentage that would use the 5-year program, but I expect it would work on both ends; those who need additional work at the beginning and who need to take a slower pace while they are going through it as well as those who may be going on to 5 years.

And, as you know, in addition to law and engineering, the accounting profession and others now are moving to a 5-year and greater requirement. It would be a significant number there.

I don't know whether Mr. Betts has any specifics on that or not, but I do not.

Mr. BETTS. I would hesitate to make an estimate but we would be hapy to see what we could do to determine some estimate of this.

Mr. HELSTOSKI. If you could provide an answer for the record we would appreciate it.

Mr. PALMER. We think it is a very good investment, Mr. Helstoski, the increase from 3 years to 4 years entitlement. It would be an excellent investment.

Mr. HELSTOSKI. Chairman Dorn pointed out that it is a good investment not only economically for the school but to the Nation in that it would increase the taxes paid by persons with a higher level of education and would improve the economic situation.

I have no further questions. Do you have any, Mr. Danielson?

Mr. DANIELSON. Could you tell us—I may be outside the scope of your testimony, but probably it is within your expertise—could you tell us what is the percentage of postsecondary schools that are private as opposed to public?

Mr. PALMER. If we take the American Association of Junior and Community Colleges, we have 1,100 members and 240 of those are privately supported, are they not?

Mr. BETTS. This is true. I believe approximately 25 percent of the institutions that are generally considered 2-year institutions are private. Ten percent of the student enrollment of 2-year colleges would be in private institutions.

Mr. DANIELSON. As opposed to 90 percent in public.

Mr. BETTS. However, the ratio of the 4-year college level tends to be close to a 50–50 split; but we do not claim to be an expert in this area.

Mr. PALMER. I can tell you in South Carolina 5 years ago the public institutions had less than 60 percent of total college enrollment. It was 58 public–42 private. The percentage has now dropped.

The private institutions now have 36 percent of total enrollment.

Mr. BETTS. I think this is true throughout the country.

Mr. DANIELSON. I am not sure if I have my figures tied together. Thirty-six percent in proprietary schools or in public-supported schools?

Mr. PALMER. This would be in private colleges, this particular statistic, 5 years ago of those students in colleges in South Carolina.

Mr. DANIELSON. You are only talking about South Carolina?

Mr. PALMER. I have those figures. I don't have them nationally. I don't think they are far away. The trend in South Carolina is the trend nationally, as Mr. Betts just mentoned. Five years ago we had 58 percent of our students attending college who went to publicly-supported institutions.

Mr. DANIELSON. You are talking about South Carolina?

Mr. PALMER. South Carolina. Forty-two percent were taken care of in the 26 very good private colleges that we have in the State. This past year we had 36 percent in private colleges and 64 percent in publicly-supported schools, a 6 percent switch.

Mr. DANIELSON. Sixty-four percent where?

Mr. PALMER. In the State-supported colleges.

Mr. DANIELSON. Sixty-four percent in publicly-supported as opposed to the complementary number, 36 percent, in private-supported schools.

Mr. PALMER. Yes; we are saying the percentage of students attending State-supported institutions increased within that 5-year period from 58 percent of the total to 64 percent of the total.

Mr. DANIELSON. I want the record to be clear that we are talking about South Carolina, which, in my memory, is very rich in fine private schools. I come from California where the emphasis has been on public schools.

We have, for example, nine campuses of the University of California, with an enrollment of about 120,000; more than that, I believe.

You do not purport to have these figures nationwide?

Mr. PALMER. We can get them for you.

Mr. DANIELSON. This has come up before and it is directly relevant to testimony from other witnesses. If it is possible to get that I would appreciate it.

Mr. PALMER. It is possible to get that.

Mr. DANIELSON. I think we should split it by the 2-year and 4-year college.

Mr. HELSTOSKI. Perhaps we could hold the record open at this point.

If I may also say, this is the national trend. The figure isn't too far off nationally.

Mr. PALMER. I think the national trend would be greater to the

State-supported institutions than South Carolina because of our wealth of very good private colleges.

Mr. DANIELSON. You have great institutions there.

The other question I have, if I may, Mr. Chairman, and this has come up. Chairman Dorn mentioned it a moment ago.

What is the attitude or policy of schools today in counseling, advising, training, whatever you want to call it, young people to take up the stenographic crafts? My experience here in Washington at least is it is almost impossible to find an available stenographer. I would think you could employ 500 on Capitol Hill today.

Mr. PALMER. This is a field in which I think I have definite knowledge. At one time I owned and operated nine private business colleges in four States. The problem is twofold. Primarily it is money.

It is very difficult today to persuade a young girl that she should take a 1 or 2-year postsecondary program of study and go to work for $75 a week.

Mr. DANIELSON. That could happen in "Lower Slobovia" maybe, but the wage scale here and in California is not $75.

Mr. PALMER. But in relationship to other wage scales too. We find, in South Carolina where the wage scale is not $75, there are other jobs available to girls. There are many of them now going into service industries, many of them going into technical positions, many of them going into paraprofessionals and allied health services, and so forth, where they earn considerably more money and it has considerably more glamour and not nearly so restricting in the environment, the office situation.

I have been in that field since the late 1940's and I have seen the difficulties there. To me, this is one of the primary causes for it.

Mr. DANIELSON. Do these young people realize that that type of wage scale is not necessarily the rule?

Mr. PALMER. Yes.

Mr. DANIELSON. I know, as a lawyer in Los Angeles, we would start any stenographer at least $600 a month, which is $150 a week approximately. That is minimum for starting. That is not the ceiling by all means.

Mr. PALMER. I know that. I think they understand that but they don't want to go to California. They don't want to go to Washington.

Again, many don't look on secretarial work as a career. This is another thing. These girls are looking on this as a stopgap, with all due respect to many of ladies sitting here. They are the exception rather than the rule. Many of them look at it as a stopgap situation between when they can leave school and get married, not realizing as soon as they are married they are going to have to go back again.

This is what is actually happening, but this is a problem, Mr. Danielson.

Mr. DANIELSON. The reason I want to bring this up is I think it might be useful to let some of these young people know that real competence as a stenographer, which means you have got to have a thorough understanding of the English language, punctuation, spelling, context, the whole thing.

It is probably the best key in the world to opening the door to a career in any field. I would just love to be able to find a real top-notch competent stenographer to be my personal secretary, and that would be a good paying job.

Mr. Palmer. I have problems personally over the years in trying to furnish that kind of secretary to Congressman Dorn and Congressman Rivers, who was in my home district and was a close personal friend for many years.

We have always tried to find people for them. We had great difficulty.

Mr. Danielson. One of my former law partners, who is a fine lawyer and happens to make a great deal of money, learned stenography and, as a male stenographer, put himself through law school. Not only was it useful for that, but in court he is making those notes a lot faster than anybody else can and nobody else can read them.

Mr. Palmer. The first job I ever had was as a male stenographer. I became a CPA rather than a secretary though.

Mr. Danielson. The "King of Showbusiness," Billy Rose some time back was the world champion stenographer.

Mr. Palmer. Do you remember Jimmy Burns?

Mr. Helstoski. We will now adjourn. That is a second bell for a quorum call.

Dr. Palmer and Mr. Betts, I want to thank you for appearing before this committee this morning and for your comprehensive testimony.

[At 11:55 a.m. the subcommittee adjourned, subject to the call of the Chair.]

PENDING EDUCATION AND TRAINING BILLS

TUESDAY, SEPTEMBER 11, 1973

HOUSE OF REPRESENTATIVES,
EDUCATION AND TRAINING SUBCOMMITTEE
OF THE COMMITTEE ON VETERANS' AFFAIRS,
Washington, D.C.

The subcommittee met at 10:15 a.m., pursuant to call, in room 334, Cannon House Office Building, Washington, D.C., Hon. Henry Helstoski presiding.

Mr. HELSTOSKI. The subcommittee will come to order.

We are here today to continue our hearings on pending bills relating to education and training of veterans and certain of their dependents for which we have received considerable testimony from interested witnesses just prior to the summer recess of Congress.

We are pleased to welcome this morning, our colleague, the Honorable Lester Wolff of New York, who is accompanied by the Honorable Carl McCarden, Commissioner of the Mayor's Office for Veterans Action.

Mr. Wolff.

STATEMENT OF HON. LESTER L. WOLFF, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK; ACCOMPANIED BY HON. CARL McCARDEN, COMMISSIONER, MAYOR'S OFFICE FOR VETERANS ACTION, NEW YORK, N.Y.

Mr. WOLFF. Thank you, Mr. Chairman and members of the committee.

I greatly appreciate the opportunity to testify today with regard to legislation pending before our subcommittee to improve the GI bill for Vietnam era veterans. As a member of this subcommittee, I am well aware of the initiative which you have shown in expanding educational and training opportunities for Vietnam veterans.

I am hopeful that, as a result of these hearings, comprehensive legislation will be reported to the full committee representing significant improvements in the GI bill.

My particular concern at these hearings regards legislation which I have cosponsored with Congressman John Breaux to eliminate the time restriction on education benefits for veterans.

However, I would also like to say a few words regarding the GI bill as a whole—the inadequacies inherent in the program and the need for this Congress to assume the leadership required for making meaningful improvements and advancements.

With a member of my immediate family having served in Vietnam, I have, in a way, firsthand knowledge of the obstacles which exist in the GI bill, frustrating veterans in their efforts to upgrade their education and improve their skills in order to secure better jobs.

As my distinguished colleagues know, the Educational Testing Service has just completed for the Veterans' Administration its study of educational benefits available to Vietnam veterans, a study mandated by the Congress last year, and which actually should have been completed several months ago.

The study confirmed what many of us have felt to be true all along; namely, that the present GI bill does not compare favorably with its predecessors and that it contains grave inadequacies which prevent Vietnam veterans from receiving the educational and training assistance to which they are entitled, and which veterans from previous wars have received.

Since its inception, the Vietnam era GI bill has met one obstacle after another on the road to improvement. It really was not until Public Law 91-219 in 1970, when subsistence payments were increased, that many veterans could even begin to consider using their educational benefits.

Yet, that increase was only a drop in the bucket compared to the benefits available to veterans from previous eras. Last year, despite considerable opposition from the administration, Congress enacted a 14-percent increase in education and training allowances; yet, the fundamental bill itself remained unchanged.

As a member of this subcommittee, I know that, while many of us advocated a larger increase in education allowances than the 14 percent and an automatic cost-of-living increase in subsistence payments to bring the bill up to a par with its World War II counterpart, we were doing well to get through the 14-percent increase, considering the strong opposition from the administration, which, in spite of promises and pledges, continues in force today.

In his state of the Union message, the President said, "We will continue to improve our Nation's efforts to assist those who have served in the armed services in Vietnam, through better job and training opportunities."

Yet, the record to date shows an administration sadly insensitive to the needs of those veterans and unwilling to cooperate and work with the Congress to achieve "better job and training opportunities."

Not only has the administration blocked efforts to expand veterans' benefits, but it has impeded the implementation of programs already mandated by the Congress. You might think I am coming down pretty hard on the administration. It is really not the administration but the Office of Management and Budget which is really the culprit in this situation.

The National Association of Concerned Veterans had to go to court to win release of $25 million appropriated by the Congress for the veterans cost of instruction program. Only through congressional and veterans group pressure was the Office of Management and Budget's proposal to reduce disability ratings rescinded.

Recently, I learned that 70 counseling positions in the Veterans Employment Service, eight of which were slated for my own area of New York, were not being filled as the law mandated. Again, only because of congressional pressure are the slots now being filled.

The administration has proposed the eliminated of over 3,000 slots for veterans manpower training programs, has proposed cutbacks in the VA budget, cutbacks in educational support, which means higher tuition, has evinced strong opposition to the public employment program and continues to oppose our efforts here to improve the GI bill.

Even the manner in which the VA went about contracting the required study of the GI bill seems to typify administration response to veterans needs. In spite of the fact that Congress ordered the study to be completed in April, the VA did not even begin to request proposals from testing firms until May. The contract to the Educational Testing Service was finally awarded on May 25. It is small wonder then that we have only now heard that the study has been completed.

It is not secret that the VA is unhappy with the Educational Testing Service study. VA officials have consistently maintained that the present GI bill is as good as any of its predecessors and has used this to back up administration opposition to improvements in the program.

The Educational Testing Service, however, has concluded that "the 'real value' of the educational allowance avaliable to veterans of World War II was greater than the current allowance being paid to veterans of the Vietnam conflict."

Furthermore, Educational Testing Service maintains that "when educational allowances for the Vietnam veteran are adjusted for the average tuition, fees, books and supplies at a 4-year public institution, the benefits remaining are insufficient to meet the veterans estimated living expenses."

The situation is even more grim as regards private education institutions; according to ETS, "The five-fold increase in the average tuition of 4-year private institutions by 1973, coupled with the cost of books and supplies, requires the Vietnam veteran with current benefits of $1,980 to raise an additional $136 just to meet educational costs—leaving literally nothing for subsistence."

Not surprisingly, the ETS study also found that participation by Vietnam veterans in the GI bill was small. In my own area of New York, which has one of the highest concentrations of Vietnam veterans in the country with close to 500,000, the college use rate of benefits is only 17.4 percent.

The Office of Education in HEW has figures stating that 61.8 percent of high school graduates in 1970 went to college as compared to only 25 percent of veterans. In addition, recent studies have reported that prospects for college attendance are closely linked to family income; the lower the income, the less likely the prospects.

The Vietnam conflict has traditionally been known as a "poor man's war," with the rank and file of Vietnam veterans coming from low-income families. Thus, the Vietnam veteran's difficulties in pursuing a college education are further compounded by his own economic background.

As a result of both the low level of benefits in the present G.I. bill and the absence of effective services within the VA, many veterans who could have benefited from the G.I. bill did not, and in many cases simply could not and still continue to support themselves and their families.

Under current law, eligibility for benefits under the G.I. bill expires 8 years from June 1, 1966, or 8 years after discharge or release from active duty, whichever is later. Many veterans are slated to lose their eligibility by May 31, 1974.

It is many of these veterans who could not afford to begin their education until 1970 when the subsistence payments were increased, and even then, as now, many could afford school on no more than a part-time or interrupted basis, if they were still to meet family needs.

It has also been pointed out that many of these veterans had first to complete their secondary schooling in order to go on to higher education. At present, the soaring cost of education, books, supplies, and our cost of living itself are a barrier keeping veterans out of school or forcing them to terminate their studies midway through completion.

In light of the particular educational dilemma facing Vietnam veterans, aggravated by a very high cost of living and an inadequate G.I. bill to begin with, current time limitations on education benefits seem to me grossly unfair.

The American Veterans of World War II, Korea, and Vietnam—AMVETS—stated before this subcommittee that "the educational benefits, earned by American veterans who served in the active military service, should not be limited to a specific or allocated time."

I agree wholeheartedly with that statement and feel that a veteran who devoted a part of his life to serving this Nation should have the opportunity to continue his education when circumstances are most conducive to successful completion of his studies.

I have joined Congressman John Breaux in introducing legislation to remove the time limitation altogether and this is the measure I would like to see enacted by the 93d Congress. However, I realize that, realistically, with the opposition to this and similar legislation already expressed by the administration, which this subcommittee continually runs up against, we may very well have to settle on a compromise.

The very least we can do is to bring the present GI bill up to a par with its World War II predecessor, which allowed 48 months of entitlement, as compared with the present 36 months. In a 1972 study conducted by the National Association of Concerned Veterans, done in 10 States, 50 percent of the veterans interviewed indicated that they could not obtain their degree within the 36 months period.

The inadequacy of the 36 month entitlement period discourages many veterans from beginning their education for they are not assured of financial support needed for completing degree requirements. I believe we should remove this one additional obstacle by either extending the time limitation, or preferably, eliminating it altogether.

By denying Vietnam veterans the opportunity to use the GI bill when they can most benefit from it, we are, in effect, also limiting their ability to find jobs. The unemployment problem facing these veterans is a matter of record, regardless of rosy prospects.

The overall Vietnam veteran unemployment rate hovers at 6.2 percent; for veterans between the ages of 20 and 24, it is a staggering 10.5 percent—and I might add that a recent Harris poll indicated that 25 percent of veterans are not reflected by these BLS statistics.

And I might say as well that minority veterans are double that amount, further exascerbating this already existing problem.

Unquestionably, many of these veterans could find jobs if they had the special skills needed to secure employment. Yet, at the same time, many of these men and women feel they cannot afford school while they are jobless or even if they are working because the education benefits available to them are inadequate.

These veterans will be locked into a vicious circle of being unskilled and unemployed. If they ever do reach a position of financial security adequate to allow them to pursue further education, their benefits may already be expired.

I recently received a letter from a young man in my district who said, "In many cases, Vietnam veterans' chance for a better life will end with their benefits." I have every hope that this Congress will act to remove the time limitation on the veteran's chance for a better life;" he has certainly earned that opportunity.

Mr. Chairman, I thank you again for the opportunity to testify on this subject of mutual concern. I look forward to the outcome of these hearings and to the enactment of meaningful improvements in the GI bill for Vietnam veterans.

Mr. Chairman, I have with me today the commissioner of veterans affairs for the city of New York. If you would like, I can introduce him now or I can answer some questions for you.

Mr. HELSTOSKI. I want to thank you for that statement, Congressman Wolff. I have no questions of you.

Do you have any, Mr. Danielson?

Mr. DANIELSON. I have no questions. I want to thank Mr. Wolff for his usual good job of helping us with the work of this subcommittee.

Mr. HELSTOSKI. We can go on with the testimony of Mr. McCarden.

Mr. WOLFF. Mr. Chairman, and members of the subcommittee, I would like to introduce a gentleman who we are very fortunate to have with us today. His name is Carl M. A. McCarden, and New York City is fortunate as well to have him as commissioner of veterans affairs.

He was born and raised in Harlem, New York City. He knows the city well. He was educated at Providence College and studied urban planning and economics at the Woodrow Wilson School at Princeton University.

He is well acquainted with the problems faced by returning servicemen, for he served in Vietnam with the U.S. Special Forces—the Green Berets—for 4 years. During his service, Carl McCarden received 16 combat decorations, including the Legion of Merit, one of this country's highest awards.

Commissioner McCarden has served as an aide to Ambassador Ellsworth Bunker, and Gen. William Westmoreland. Before assuming his present position, Commissioner McCarden taught economics and public policy at West Point. He ended his military service with the rank of major.

I should say he interrupted his military service because he was requested by the mayor of the city of New York to come to the city of New York as the veterans affairs commissioner. Mayor Lindsay specially requested Major McCarden's release from service so he could head the new veterans' affairs office. Secretary Richardson at first denied the request, but thanks to extensive and widespread support from New York veterans groups, he was persuaded to change his mind and allow the commissioner to assume his new post.

Since its creation last spring, Commissioner McCarden has expanded the veterans' affairs office from the borough of Brooklyn to all of New York City. This one-stop multiservice agency provides services for almost 2 million veterans in our city, including over 305,000 Vietname era veterans.

Since he concentrates on employment and education opportunities for veterans, Commissioner McCarden is uniquely qualified to speak to the committee today about the seriousness of the problems faced by New York City's Vietnam era veterans.

It is my pleasure to introduce Commissioner McCarden and I welcome him to Washington.

Mr. McCARDEN. Thank you, Congressman Wolff, Mr. Chairman and members of the subcommittee. I am Carl McCarden, commissioner of the Mayor's Office for Veteran Action, city of New York. I appreciate this opportunity to testify today on behalf of the veterans of New York City for an expansion of veteran's education and training benefits.

The Mayor's Office for Veteran Action was set up in April of this year to coordinate and expand the city's delivery of services to veterans as well as to advocate for greater resource commitments and improved legislation for veterans.

We have found that obtaining employment and education are the two main concerns of veterans who come to our office for help. Today I would like to discuss the problems they are having and the legislative changes I believe are necessary to deal with these problems.

The following is a summary of our main legislative recommendations.

(1) Amend chapter 34 of title 38, United States Code, to provide direct payments to educational institutions for the customary cost of tuition and fees incurred by veterans pursuing a halftime or more program of education.

(2) Accelerate payments of entitlement if a veteran so chooses.

(3) Provide for increases in GI bill payments as the cost of living increases.

(4) Extend the delimiting period for initial enrollment in a postsecondary program to 8 years, with another 8 years to complete the program.

(5) Extend the period of entitlement from 36 to 48 months to allow for a maximum of 1 full year of graduate education and training.

(6) Amend chapter 34 to create a direct veteran student loan program administered and insured by the Veterans' Administration.

(7) Eliminate the present time and funding restrictions on the VA work-study program.

(8) Fund the VA to contract out to third parties for outreach and counseling services.

(9) Standardize the measurement of course and attendance requirements for occupational, technical, and academic programs in order to eliminate the discriminatory situation which now exists.

(10) Provide vocational rehabilitation and disability benefits regardless of disability rating, conditions of service or personal financial situation.

I would now like to elaborate on the reasons why we are making these recommendations today, which may appear radical on sight but certainly are needed.

Tuition and subsistence allowances: The standard cost of living for a single male living in New York City has been estimated by the Community Council of Greater New York to be at $4,800 per year. Prices have increased 41 percent from September 1966 to July 1973, and 103 percent since September 1947.

Private college tuition for in-state residents has increased from an average of $450 in 1947 to $3,000 in 1973—over 600 percent. Financial aid offices at the city's private colleges estimate that it costs a student an average of $5,200 a year to attend college and subsist in New York City. The cost of living and going to public college, even with the nominal $350 yearly tuition charge, is a minimum of $2,600 per year.

As you can see, the $1,980 tuition and subsistence allowance for a single veteran made possible by Congress last year under Public Law 92–540 is clearly insufficient for a veteran who wishes to attend college in New York City.

The insufficiency of current benefits is sharply reflected by the fact that only 7 percent of New York City's 312,000 Vietnam era veterans are using their GI bill benefits to pursue a 2 or 4 year course of instruction in the city's private and public colleges. The figure for use of GI bill benefits as a whole in New York State is still on 20 to 25 percent.

Another indication of the inadequacy of present benefits for our area can be seen in a comparison of GI bill payments received by California and New York State. In fiscal year 1972, California received $302 million in GI bill payments while New York State received only $99 million.

California has only 33 percent more veterans than New York, yet it received 300 percent more GI bill payments. The difference of $202 million in payments received was greater than the funding of the Office of Education opportunity grant program for the entire Nation in fiscal year 1972.

This difference can be partly explained by the greater availability of low cost public education in California and the relatively lower cost of living compared to New York. Whatever the reason, however, the fact remains that the present GI bill is not serving New York's veterans in an equitable or adequate way.

The present situation requires New York City's veterans to make a second sacrifice if they want to attend college. The World War II GI bill paid for tuition and subsistence, allowing approximately 50 percent of the World War II veterans to use their GI bill benefits.

Even though present participation rates are approximately the same nationally as they were for World War II veterans, almost twice as many Vietnam era veterans have a high school education—71.2 percent versus 38.5 percent—enabling them to go to college. Today's participation rate should therefore be much higher, but it is not.

College education and training has become a far more important prerequisite for entry into the labor market than it was 25 years ago. High unemployment and underemployment necessitate legislation that maximizes the opportunities for education and thereby subsequent employment.

We believe that legislation developed by the committee must deal with the reality of the situation today and not compared with World War II. We support an amendment of chapter 34 of title 38, United States Code, to provide direct payments to educational institutions for the customary cost of tuition and fees incurred by veterans pursuing a halftime or more program of education.

To allow New York City's veterans the flexibility of choosing a private or public education, just as World War II veterans had, this payment should be up to $2,500 for each school year.

We recognize, however, the budgetary constraints under which the Congress is operating and, consequently, would support direct payment which does not exceed $1,000 for an ordinary school year. We believe this increase is justified by the enormous increases in the cost of education since World War II when the tuition allowance was $500 per school year.

It is argued that direct payment to institutions rather than to individual veterans would be subject to the same abuses as the World War II program. We believe, however, that the VA is far more capable today of administering the program in such a way as to avoid these abuses.

The vocational rehabilitation program for disabled veterans provides for direct payment of tuition and fees to institutions and, to date, no significant abuses have been reported in this program.

Acceleration of Payments and Provisions for Increases in the Cost of Living: Along with legislation for tuition allowances that provide for greater equity and flexibility in the GI bill program, there is a need to deal with the veteran who needs special assistance to start his educational program, either because of educational disadvantages, financial difficulties, or because of problems in readjusting from the service to an educational environment.

I am sure all the august members of this committee are familiar with the problem of the post-Vietnam syndrome, a major problem, which provides a lag from the time the person goes from the service into a useful occupation or to school.

Many veterans begin an educational program without financial backup or the skills necessary to compete successfully with nonveterans who did not have to interrupt their education. They need to devote fulltime to their studies in order to make it through their first year or two of school.

Many would like to have a greater portion of their GI bill benefits at the beginning so that they will not have to work and study at the same time. After they ground themselves firmly in the educational environment they can begin working to support themselves and pay for their tuition. But initially they need that thrust of the first 2 years of full benefits.

Many veterans have dropped out of their educational programs because they had to work and could not concentrate fully on their studies or because they needed extra funds to make the initial adjustment from the service to the campus.

The point that everyone seems to forget is that veterans are not eunuchs, they do have families. Did you ever try to raise a family in New York City on the minimal, menial kinds of moneys they get? It is very difficult. It is not only New York. It is probably true for many of the urban centers, as well as some areas I don't know about.

For these reasons, we support acceleration of payments of GI bill benefits, if the veteran so chooses, to be charged against his total entitlement. Counseling might be made a prerequisite for this provision to insure that the veteran makes his decision with a full range of information at his disposal.

We argue that if you counsel a man and then let him make his own choice, you, in fact, substantiate the reason for being an American citizen, and that is one of choice.

Another important change that is required to support the present allowance program is to provide for increases in GI bill payments tied to increases in the cost of living. In New York City, price increases of 10 percent since 1972 have effectively devalued educational allowances by that amount, thereby negating much of the benefit increases mandated by Congress.

Extension of the period of entitlement for educational assistance: Veterans discharged between January 31, 1955, and June 1, 1966, will see their entitlement to educational benefits expire by May 31, 1974. Many could not even begin to consider using their educational benefits until the increases passed by Congress in 1970 and 1972. This led to a 12.4-percent increase in the enrollment of veterans from April 1972 to April 1973.

Mr. DANIELSON. I would like to ask a question at this point, Mr. Chairman.

Out of that 12.4-percent increase, how many of them were veterans who had been discharged prior to June 1, 1966?

Mr. MCCARDEN. There is no way for me to determine that at this time. I am in the process, at the City University of New York, to determine exactly that. I suggest that perhaps a large number of them were after 1966.

Mr. DANIELSON. So the inference to be drawn from the figure should not be that all of these are people who were discharged prior to June 1, 1966.

Mr. MCCARDEN. That is correct.

Mr. DANIELSON. The Vietnam veteran could contribute to that.

Mr. MCCARDEN. Substantially. The important thing is that the increases mandated by Congress helped to dramatically increase the number of people who sought out education. Whether they were before 1966 or after is undetermined right now.

Mr. DANIELSON. Could it also be that the number of veterans being discharged from the Vietnam conflict also may have dramatically contributed to the increase of 12.4 percent?

Mr. MCCARDEN. It is possible that could be. The important thing is, in terms of rate increases prior to that time, the number of people who did use their veterans' benefit for education increased dramatically. It may have been as a result of absolute numbers coming back into civilian society. I wish I had the money to make that kind of a study.

Many veterans have only recently been able to consider seriously the possibility of initiating a course of study. Low levels of benefits, family obligations, lack of outreach and counseling on educational opportunities available, and individual doubts about the relevancy, usefulness, or ability to perform successfully in an education program, inhibited many veterans from making use of their entitlements.

Many veterans obtained jobs upon leaving the service and are only now able to consider an educational program as a possibility for their future development. In New York City, as an example, we have somewhere in the neighborhood of 33,000 or 36,000 unemployed. Getting them to just look at education as a viable alternative, trying to make them understand that that is a necessary step in order to compete in the private market, is an extremely difficult thing to argue because of the moneys not available under the GI bill to make that argument fully when they have an alternative, to go on the streets, to seek welfare, as well as to bring what we call the sidewalk hustle, selling whatever will move in the markets of the street. It is better than going to school, and that is tragic.

After discussions with New York City veterans' organizations, veterans' affairs offices at city educational institutions, and individual veterans coming into our own educational counseling division about changes needed in the present GI bill, I have concluded that this situation is one of the most immediate and serious concern to the veterans of New York City who wish to pursue a program of education and training.

Consequently, we support extension of the delimiting period for initial enrollment in a postsecondary program to 8 years, with another 8 years to complete this program. This would give the veterans who were discharged before June 1966 and who have not yet enrolled under the present bill, another year to do so.

Even though we don't know at this time how many were affected by the present law, I am saying when in doubt give them the benefit of the doubt. That is basically my argument.

It would also enable those who can only study on a halftime basis a reasonable period in which to complete their program of education.

This legislation would increase the number of veterans using the GI bill and getting an education. There would be a substantial drop in veteran unemployment in New York City, which now stands at about 12 percent overall but goes as high as 25 percent for minority veterans aged 20 to 24.

A second major issue involved in the determination of the period of entitlement is that of providing for graduate education. Recent studies by the National Association of Concerned Veterans point out that 60 percent of veterans enrolled in an educational program believe that graduate work is necessary for placement and advancement in their chosen field.

I might add at this point, so do a lot of foreign students who come here seeking Ph. D.'s to go back to their country. A lot of them stay here. If you look very carefully at the job market today, even with a Ph. D. you have got a tough time unless you are in engineering or manufacturing fields.

The World War II GI bill provided for up to 12 more months of entitlement than the present bill, even though the importance of obtaining a graduate degree is much greater in today's society than it was after World War II.

The present 36-month entitlement is exhausted by most veterans by the time they receive their bachelor's degree because the vast majority began their studies only after discharge from the service.

To take account of this situation, we support an extension in the period of entitlement from 36 to 48 months to allow for a maximum of 1 full year of graduate education and training. We do not support recommendations for providing this extension only to those who served a minimum of 3 or 4 years on active duty. This would eliminate most combat veterans, the ones who bore a disproportionate share of fighting and who were relatively more likely to be drafted and come from educationally and economically disadvantaged backgrounds.

DIRECT FEDERAL STUDENT LOAN PROGRAM

Low-cost and guaranteed student loans have been available to students in this country for many years. The number of Government-guaranteed student loans under the Higher Education Act of 1965 and the national defense student loan program have increased during every year of their existence. These loans are needed to meet the high cost of starting an education at private colleges and vocational schools.

The GI bill in particular should provide for student loans to insure greater economic equity to veterans pursuing college or vocational education in States with relatively high educational costs. The loans would be of special help to those who wish to devote full time to their studies without also having to obtain employment or to those whose entitlement has expired.

Student loans must not, however, be seen as an alternative to the increases in educational benefits proposed in this testimony. Veterans should not have to go into debt until a full range of maximum educational allowances and entitlements has been obtained.

Even with the entitlements and allowances proposed, there is still going to be some need for loans. I don't see that we can get away from it.

We support an amendment to chapter 34 which would create a direct veteran student loan program administered and insured by the Veterans' Administration. We believe that the VA should serve in this capacity because of its present function as a one-stop agency for the administration and service of programs for the education and training of veterans.

Student loans must now, however, be seen by educational institutions as an alternative to finanical aid grants from the institution. At present, many institutions are including a veteran's GI payments as part of his personal assets when computing his eligibility for financial aid, even though they do not consider him an emancipated adult.

If the proposed student loans were also included as part of personal assets, the veteran's chances of obtaining financial aid from the school would be even slimmer.

We would support any legislation by this committee or another committee of Congress which stipulates that veteran assets under the GI bill will not be included in calculations for financial aid by educational institutions. An alternative solution might be a change in administrative regulations by the Office of Education to support this position.

Now I will get into the meat, and perhaps one of the critical missing pieces: Outreach, counseling, and employment.

There is a need both to increase GI bill participation rates by reaching more veterans through outreach and counseling programs, and to provide provide employment opportunities for student veterans in these programs.

More veterans would participate in GI bill programs if they were aware of benefits available and received counseling on how to plan their future. Student veterans themselves are best able to reach and counsel veterans because of the trust that veterans have for their peers and the model that a veteran in the system provides to one who is on the outside.

Every time I make that argument, I am constantly told there are counseling services provided through State and Federal VA. The problem is not one of whether the service is provided as it is one of trust and one of peer respect.

People will seek out those basically of their own group. If I, for example, as a young veteran working inside a public agency reach out through teams of people working with me, the chances of me being believable—regardless of whether you can accept this or not, it is true—being believable is far more possible than they going to stand in a building, waiting for a counselor to talk to them whom they feel is another generation.

They also feel, by virtue of the stigma of the war, may not care about them. It may not be real, in fact, but it is perceived by them and it has the impact of being real in their eyes. I ask you to please take that into account. It is a question of perceived things as opposed to factual.

New York City could directly benefit from an expansion in outreach and counseling programs. Of the city's Vietnam era veterans, 73 percent have a high school education and could pursue a course of higher educational or vocational training.

The participation of blacks in particular has much room for improvement, as only one out of four blacks are participating compared to one out of three whites. Of black unemployed Vietnam era veterans in New York City, 40 percent have less than a high school education and could benefit both from GI bill-supported remedial and college preparatory education and counseling, as well as from opportunities for employment as outreach workers and counselors.

Outreach and counseling work is also needed to increase participation in apprenticeship and on-the-job training programs which are underutilized, but can lead to meaningful employment. Only 8.2 percent of all veterans enrolled in education and training programs under the GI bill participated in apprenticeship and on-the-job training programs in April 1972.

No one would argue that more employment opportunities for veterans is not needed in New York City. Governmental efforts have been inadequate. The Emergency Employment Act, which was set up to improve the employment situations of veterans, had only 394 veterans on board in New York City in July 1973.

The veterans cost of instruction program which could expand outreach services and employment opportunities has received minimal funding. The same is true of the VA work-study program.

This committee, Mr. Chairman, could have a real impact on this situation by legislating improvements in the VA work-study program. We would support the following changes:

(1) Eliminate present restriction of the program to 800 man-years of employment. The Adminisrator, in consultation with educational institutions, could decide how many man-years are required, given needs for work-study employment, counseling, and outreach studies.

(2) Fund the program to provide the number of man-years of employment determined by the Administrator. The present funding of approximately $4 million is insufficient. Funding could come from a set-aside of 1 percent of total GI bill allocations.

(3) Allocate at least 50 percent of work-study positions to outreach and counseling work performed by VA regional offices or veterans affairs offices in educational institutions. At present there is an excessive allocation of work-study employees to adminstrative and clerical work within the VA.

(4) Increase salaries from $2.50 an hour to $3.50 an hour in order to promote higher quality staffing.

(5) Allow an additional 100 hours of employment and a full 12 months of employment. The first 100 hours would serve as training; the second 100 hours would consequently be more productive because of the training received in the first 100 hours. A full 12 months is needed to provide for continuity and to satisfy the veteran's employment needs over the summer.

I think that at a time when many of the schools are providing work-study credit for courses for community work as an attempt to provide local decentralization of services, we might look at the work-study program as a way to encourage them to go back to school and get them off the charity wagon, get them into employment, which they want, and get them on the road to be able, when they finish school, to compete in a tight and, hopefully, competitive market.

What I am arguing is they are not looking for a dole system; they are looking for an opportunity to get support while they are learning to prepare them to go out to work. Most veterans, contrary to some of the statements by the more revolutionary groups, want in the system. They don't want out. They are saying, "We want in, not by charity but by what we rightfully earn."

A final need in the area of outreach is to support the work of neighborhood and community organizations that are best able to reach minority veterans. The VA's record in reaching these veterans whose educational and economic disadvantages are most severe has not been notable.

We support legislation to fund the VA to contract out to third parties for outreach and counseling services. The VA could establish the criteria and evaluate the effectiveness of these programs.

VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING

Approximately 85 percent of vocational training and education takes place at private institutions in New York City. Their tuition and fees are an average of $2,500 per year.

The increases in educational allowances proposed in this testimony would greatly improve a veteran's chances of obtaining vocational education and training in our area.

Nevertheless, there are other legislative changes that should be made. Veterans in technical courses involving shop practice must, according to section 1788 of title 38, complete 30 contact hours a week to be considered a full-time student.

Nonveterans in the same institution are not under this obligation, while veterans pursuing an academically oriented program are required only 12 credit hours of attendance in degree programs. There is a discrepancy of 18 hours. They must put in 18 more hours to get the same amount someone puts in 12 hours for.

This system of measurement of attendance in technical or occupational training programs is inequitable and creates a disincentive for the veteran who prefers this training. Many have to take many more courses than they can handle, reduce their course load and find employment to make up for the resultant decrease in benefits, or drop out entirely.

We support legislation to standardize the measurement of course and attendance requirements for occupational, technical, and academic programs in order to eliminate the discriminatory situation which now exists.

Occupations and technical institutitions could be allowed to evaluate each unit of study for student veterans and assign appropriate credit hour ratings which require similar amounts of classroom attendance for their students as for academic students.

In other words, treat the veteran the same way you do the rest of the students.

Disabled veterans have experienced relatively high unemployment rates and low GI bill participation rates. Many are not psychologically prepared to enter the world of work or the campus environment. Many educational institutions are not structurally equipped to handle the disabled.

To overcome these problems, the VA should provide psychological counseling to all disabled veterans who believe that they require it in addition to the physical and vocational rehabilitation they now receive.

Educational institutions should be given a bonus for recruiting disabled veterans and making the structural modifications necessary for their attendance.

To encourage greater disabled veteran participation in vocational rehabilitation which leads to meaningful employment legislation should be passed to provide vocational rehabilitation regardless of disability rating as was the case for World War II veterans.

Entitlements to vocational rehabilitation should be extended from 9 years after discharge to 9 years from date of entry for the same reasons that necessitate this kind of change in the eligibility period for entitlement for all veterans.

And finally, there should be no difference in disability benefits for wartime or peacetime veterans and no income limits for eligibility for benefits. A disabled veteran is still disabled no matter under what conditions or personal financial situation and, as a result, should have a right to compensation for this sacrifice to his country.

Mr. Chairman, there are many issues which affect veteran educational and employment opportunities which are not dealt with in my testimony today, just a few of which are the plight of the addicted, the less than honorably discharged and the World War II or Korean veteran who did not use his benefits or requires additional training.

I would like to emphasize, however, that the veteran needs a voice in Washington to monitor Federal programs for veterans and advocate for changes in Federal legislation. The National Committee of Jobs for Veterans is set up to perform precisely these functions and we urge the committee to support the continuation of its activities.

Jobs for Veterans works closely with the Veterans' Administration, Department of Labor, Department of Commerce, and Department of Defense, as well as with the Congress. Its function as a voice for veterans must be maintained.

I am sad to see that Mr. James Oates, the executive chairman, will not be able to continue. I urge, however, this standing committee be maintained. It is vital.

Once again, Mr. Chairman, I thank you for the privilege and opportunity to present our views on behalf of the veterans of New York City and of our country.

I ask you when you look at my testimony later on, understand that I have asked for many things believe that most decisions are that of compromise and collective bargaining. I urge you do not turn your ears to these needs.

If we do not do something for the veterans—I am not here to threaten—I suggest that we will have lost a generation of young men who are quickly looking to other than the political and electoral process for change. I would not like to live among my combat veterans feeling that this country hustled them into a war.

I spent 12 years in the military. I am a career soldier and I am here to say that what I have seen on the streets of New York, Chicago, Detroit, Los Angeles, Texas is enough for us to make a reassessment of our public leadership in the face of Watergate, in the face of a crisis of public leadership where nobody believes that those in the higher offices of Government care. I call upon you gentlemen to make the difference. Thank you very much.

Mr. DANIELSON. Thank you, Mr. McCarden.

Mr. Abdnor, do you have any questions?

Mr. ABDNOR. No.

Mr. DANIELSON. I have no questions. You really presented a very comprehensive statement Mr. McCarden, for which we thank you.

And again, Mr. Wolff, we thank you for bringing Mr. McCarden here and for the very great contribution to the work of this committee.

Our next witness this morning is the Honorable John Breaux.

STATEMENT OF HON. JOHN BREAUX, A REPRESENTATIVE FROM THE STATE OF LOUISIANA

Mr. BREAUX. Mr. Chairman, and members of the committee, I would like to begin by associating myself with the excellent presentation made by our colleague, Mr. Wolff and the commissioner of veterans' affairs for the city of New York. It certainly was a well-reasoned presentation which has been given a lot of thought and a lot of study.

My presentation this morning will be relatively brief. It will be targeted to my bill, H.R. 2254, which is a bill to eliminate the 8-year time limitation on the use of the GI benefits.

I appreciate the opportunity to speak before your subcommittee today in support of H.R. 2254, a bill to amend title 38 of the United States Code to remove the time limitation within which programs of education for veterans must be completed.

Mr. Chairman, there definitely seems to be some basis for the life of my legislation, judging from the response I have received, not only from over 90 of my colleagues who have cosponsored this legislation, but, from many citizens, veterans, and veterans' organizations nationwide.

Simply, my bill would allow use of GI benefits to those eligible until used. The major concern, evidently, is whether the GI bill will offer a period of adjustment and transition into civilian life for veterans, or whether it will be considered a bonus for veterans.

There is one outstanding point which, to me, makes this legislation not only worthwhile but necessary. Can a time limitation justly be placed on true life circumstances?

To quote one of my colleagues, "the hardship which is often experienced by veterans knows no time limits." It is admirable that this Nation has seen fit to bring relief to its veterans by offering, since World War II, aid in preparing the ex-serviceman for a normal civilian life.

I believe it is a reasonable assumption, however, that the problems of health—often due to combat—family life, inflation, or poverty are of a different nature than was the case when the GI bill was first considered.

The need for the veteran in today's society to complete his education is a necessity for fair and unobstructed advancement. In order to encourage veterans to continue up-grading their skills throughout their lifetime, thereby increasing the effectiveness of their contribution to the Nation, I believe that GI benefits should be available until used.

To quote a constituent who recently wrote me concerning this issue, "You are no doubt aware that many veterans in the past, enrolled in various educational programs, never used the skills or knowledge obtained. In many cases, this was because they weren't yet certain of their lifetime goals but felt they had to do something before they lost the opportunity to use the GI bill."

I believe that you will agree that this was not only unfair to the veteran, but a double waste of the Nation's resources. If the restrictive time features were eliminated, veterans could use the educational benefits on a schedule more suited to their individual requirements, thus establishing an individual program of skill improvement based on true need, rather than enrolling in a program merely to use benefits before they are lost.

I can only find equity in the allowance of all qualified veterans the right to take advantage of the GI bill. It would be difficult to define this approach as a bonus approach.

The purpose for the GI bill is established. We must, however, strive to see that the advantages of this program are realized by those who rightly deserve the benefits it affords. I feel we are being unjust to deprive the benefits to individuals who every day face the fate of inflation, depression, and the low income due basically to the fact that they served their country in war rather than themselves through education.

With the permission of the Chair, I request that the names of my cosponsors be included in the record at this point.

Mr. DANIELSON. Without objection, it is so ordered.

[The document referred to follows:]

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, D.C.

The following are co-sponsors of H.R. 2254 through identical bills:

H.R. 8330.—Ms. Abzug, Mr. Alexandria, Mrs. Boggs, Mr. Bowen, Mr. Brown of California, Mrs. Chisholm, Mr. Cleveland, Mr. Cochran, Mr. Davis of South Carolina, Mr. de Lugo, Mr. Denholm, Mr. Drinan, Mr. Fauntroy, Mr. Froehlich, Mrs. Grasso, Mr. Harrington, Mr. Harvey, Mr. Horton, Mr. Ketchum, Mr. Lehman, Mr. Long of Louisiana, Mr. Moakley, Mr. Moss, and Mr. Pepper.

H.R. 8333.—Mr. Podell, Mr. Rarick, Mr. Studds, Mr. Thone, Mr. Tiernan, Mr. Whitehurst, Mr. Won Pat, and Mr. Wyatt.

H.R. 8626.—Mrs. Burke of California, Mr. Culver, Mr. Dan Daniel, Mr. Dominick V. Daniels, Mr. Fascell, Mr. Flood, Mr. Ginn, Mr. Gude, Mrs. Hansen of Washington, Mr. Leggett, Mr. McCormack, Mrs. Mink, Mr. Mitchell of Maryland, Mr. Mollohan, Mr. Mosher, Mr. Murphy of New York, Mr. Murphy of Illinois, Mr. Nix, Mr. Quie, Mr. Railsback, Mr. Rangel, Mr. Rinaldo, Mrs. Schroeder, and Mr. Seiberling.

H.R. 8627.—Mr. Sisk, Mr. Stokes, Mr. Thomson of Wisconsin, Mr. Winn, Mr. Wolff, and Mr. Young of Georgia.

H.R. [illegible]800.—Mr. Addabbo, Mr. Bingham, Mr. Burke of Massachusetts, Mr. Burton, Mr. Butler, Mrs. Collins of Illinois, Mr. Coughlin, Mr. Cronin, Mr. Diggs, Mr. Green of Pennsylvania, Mr. Hawkins, Mr. Hechler of West Virginia, Mr. Lott, Mr. Robinson of Virginia, Mr. Roe, Mr. Roush, Mr. St Germain, Mr. Stuckey, Mr. Thompson of New Jersey, Mr. Veysey, and Mr. Yatron.

H.R. 9[illegible]47.—Mr. Bevill, Mr. Conyers, Mr. Corman, Mr. Fraser, Mr. Gaydos, Mr. Gilman, Mr. O'Hara, Mr. Roncallo of New York, Mr. Symington, and Mr. Charles Wilson of California.

Mr. BREAUX. As my testimony has taken somewhat of a negative approach, I must say that the GI bill has afforded many deserving veterans a new opportunity to stand tall in our society. Hopefully, in the future, more veterans will have the opportunity to achieve their goals.

I wish to thank the Chair and committee for allowing me the opportunity of presenting my views on this most important issue.

I would like to point out, Mr. Chairman, my bill is not retroactive. It was brought about particularly because of my concern over one especially inequitable problem presented to me where a veteran tried to start the use of his benefits on the 7th year after he had been discharged from the service. That means he has only 1 year left in the program. I think this situation that exists now presents a double restriction, that being a restriction of having to use the benefits within an 8-year period, but at the same time, limiting the number of months to 36 months.

I think the legislation, along with the 90 cosponsors we have for the bill does merit favorable consideration by the subcommittee and by the full committee and should be brought to the floor for consideration by the entire Congress.

I thank the committee members for allowing me an opportunity to testify.

Mr. DANIELSON. Thank you.

Mr. Abdnor?

Mr. ABDNOR. I have nothing other than to thank you for your presentation, John.

This would be an unlimited time?

Mr. **Breaux**. This would remove the limitation of time. The veterans could use the benefit at any time. I think this situation now, with so many young men returning from the Vietnam conflict who have come back to find that they have families and children that they have to go to work immediately to support, and where in 6 or 7 years after they get back and have their families on their feet they would like to go back to college, whether it be night school, a trade school, or facility.

The bill would simply remove the restriction and allow them to use it any time after they were discharged from the service. Now the restriction of 36-months limitation is not a bad restriction.

The problem comes about because it has to be used within a certain time period. I don't think there would be anything wrong in allowing a veteran who has been out of the service for 9 years to participate in the program and limit him to 36 months of education. That really isn't the problem.

The problem, in my opinion, and the opinion of many others, is the 8-year time limit.

Mr. **Abdnor**. I was just wondering if something like this was enacted would we be getting a call from veterans of years gone by who never exercised their privilege in my age category. This would conceivably call veterans back from World War II days.

Mr. **Breaux**. That would be one of the problems that many veterans who already served would bring up. I think the cost factor certainly is a very vital factor in this particular bill. The cost the Veterans Administration has on a bill which would not be retroactive over a 5-year period is some $744.8 billion, which, of course, is a sizable sum.

To bring it back and make it since World War II I think would make the cost almost completely prohibitive. It would certainly have some merit to consider the cost factor.

Mr. **Danielson**. Apropos to what my colleague, Mr. Abdnor, is after, perhaps we could work on a different kind of limitation, something like a period of 8 years of age 50, whichever is the latest.

Mr. **Breaux**. If the committee could work out something along those lines we are really more addressing ourselves to the real problem because, as I point out, there are so many men in my age category who are coming back and have to go to work immediately either on a farm, in a craft, and would like to go back 8 years from now to night school, to a college or trade school and better themselves after their children are in school. They then find the time and opportunity.

To me, it seems like it is so inequitable to say, "You didn't use it within 8 years, therefore, you are prohibited from using it."

If you get into the real point of the bill it is to help the ex-serviceman make the transition. I am not looking at it as a bonus but an aid in transition from military life to civilian life.

Certainly, going to school 7 years after you are discharged from the service is part of a transition period. You have just been delayed in taking advantage of it because you might have a family with three or four small children and can't go to school right after you get out of the service.

So, I think, Mr. Chairman, your suggestion of an age limit would be something worth considering. I am just very concerned that the way it presently exists seems to do an injustice to so many returning servicemen.

Mr. **Danielson**. Thank you very much, Mr. Breaux. This is a tough problem to work out. I am sure you recognize it is the desire of the committee and the desire of the American people to do whatever is possible to enable veterans to take their rightful place in society.

I don't think anything more than that is the philosophy of the bill, but certainly nothing less. We thank you for your presentation which will be of great value to us.

Mr. **Breaux**. I thank the Chair.

Mr. **Danielson**. It is my very great pleasure to call upon a Member of Congress from California, Mr. William Ketchum. I might add for the record, Bill Ketchum has had a most distinguished career, not only in the government of California—he was a member of the assembly of that State—but he also served a long time in the military services.

He made and developed his own qualifications very greatly. He became fluent in the reading, writing, and speaking of the Japanese language which was of great benefit to our country during World War II and the years that followed.

I am delighted to welcome Mr. William Ketchum.

STATEMENT OF HON. WILLIAM KETCHUM, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Mr. **Ketchum**. Thank you very much, Mr. Chairman, for those very kind comments. It is a pleasure for me to be here.

While I have introduced a package of legislation in this field, running from H.R 9890 through 9893, which I will discuss very briefly at the end of my statement, I will limit the statement to the tuition process.

I appreciate this opportunity to make a statement in support of increased educational benefits to veterans, and especially in favor of providing our veterans with the costs of tuition while they attend institutions of higher education.

The Vietnam era saw many of our young men forego their education when they were drafted into the military service. Their contemporaries who remained in school are now several years ahead in terms of opportunity, salary, and education. I believe that the American people have a responsibility to assist them in receiving the best education possible.

The simple and unhappy truth is that the present benefits extended to veterans fall far short of meeting this responsibility. The last half decade has been a time of soaring increase in educational expenses.

All the items of the student's budget have gone up in price—books, living accommodations, food, transportation. At both private and public institutions, tuition increases have ofttimes been annual occurrences. The expense of education has become a large consideration in the budget of millions of Americans.

To many of our veterans, the obstacles of financing a college education are almost insurmountable. In the early summer of this year, I addressed a meeting of veterans who attend the University of California, Santa Barbara. I invited their comments on possible ways to improve their financial status and asked them to send me their budgets while enrolled at the University. I also made inquiries at several of our California colleges and universities, asking them to provide me with the estimated annual costs of attending their institutions. I should like to share the results of the survey with you and the Committee.

I received replies from five colleges and universities to my request for their costs. I have compared their figures with nationwide costs for tuition listed in the 1973–1974 College Facts Chart prepared by the National Beta Club and find them to be quite representative.

At this point in the record I ask that this be included and I will only use a few tuition figures.

Mr. DANIELSON. Without objection, it is so ordered, and I might add that I am delighted you are coming up with some hard facts. So often, in this, as in other committees, we receive a lot of either optimistic or pessimistic opinions and comments, but no facts to put into the mill, and I am most grateful that you have come up with some real hard information.

[The document referred to follows:]

SEPTEMBER 10, 1973.

Hon. HENRY HELSTOSKI,
Chairman, Subcommittee on Education and Training, Committee on Veterans' Affairs, U.S. House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: I appreciate this opportunity to make a statement in support of increased educational benefits to veterans, and especially in favor of providing our veterans with the costs of tuition while they attend institutions of higher education.

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Stanford University

Tuition	$3, 135
Room and board	1, 365–$1, 425
Books (average)	150
Fees (average)	21
Other personal expenses	450
Annual total	5, 121–5, 181

(Information provided by Robert E. Freelan, director of governmental relations, July 3, 1973.)

University of Southern California

Tuition	$2, 700–$3, 390
Fees	28– 108
Books	140– 320
Equipment	0– 150
Room and board	1, 322– 0
Annual total	[1] 4, 190–[1] 5, 290

[1] No allowance computed for personal expenses.

(Information provided by President John R. Hubbard, June 22, 1973.)

California State College, Bakersfield, Calif.

State residents:	
Materials and fees	117
I.D. Card	2
Parking fee	20
Application fee	20
Facilities fee	20
Books	150
Annual total	[1] 345
Out-of-State residents:	
Tuition	1, 300
Other (see above)	345
Annual total	[1] 1, 645

[1] Estimated living expenses for a married student with 1 child, $4,200.

(Information supplied by J. Nolan Shaffer, registrar, July 31, 1973.)

UNIVERSITY OF CALIFORNIA—UNDERGRADUATE TUITION AND FEES

School	Resident	Out of State
Berkeley	$627. 50	$2, 127. 50
Davis	631. 50	2, 131. 50
Irvine	621. 00	2, 121. 00
Los Angeles	625. 50	2, 125. 50
Riverside	645. 00	2, 145. 00
San Diego	636. 00	2, 136. 00
San Francisco	653. 25	2, 153. 25
Santa Barbara	651. 75	2, 151. 75
Santa Cruz	688. 50	2, 188. 50
Books (all schools)	180. 00	
Room and board:		
University housing	1, 330. 00–1, 465. 00	
Married students	2, 000. 00	
Miscellaneous living expenses	500. 00	

Annual total:	
Single resident	$2, 600–2, 700
Married resident	3, 300–3, 400
Single nonresident	4, 100–4, 200
Married nonresident	4, 780–4, 870

As you can see, the tuition variance among the colleges is significant. At some of our finest universities, tuition alone can amount to several thousands of dollars. At the present time, the veterans must produce this large sum without government assistance. By authorizing the payment of tuition, we can go a long way toward bridging the gap in tuition variance and allow veterans to enroll in schools more in line with their intellectual capabilities. In far too many instances, veterans are forced to shop around for the cheapest education. I firmly believe they should receive the necessary financial assistance to enroll in schools offering the best curriculum rather than those offering the least expensive fees.

I should also like to share with the Committee some budget information and comments which I received from the veterans themselves. I find that many veterans are married, and thus unable to live in university housing, with the result that their rent is much higher than many non-veterans. Moreover, the average cost estimate for these young men is always higher than university-supplied figures, and is seldom less than $5,000 a year, even though many attend state-supported schools with lower tuitions. The result is that many of our veterans find it necessary to go into debt in order to continue their education. One young man wrote me that when all his unavoidable expenses were paid, he had $70 left for three months for books, groceries and personal expenses. As he said, "If people in government are wondering why GI's don't take advantage of their GI Bill, they need only look at the above figures." Another veteran added, ". . . it seems to me that the essential purpose of the entire educational program should be to allow people whose education was interrupted to continue that education after military service, or to begin a new course of education if that was not planned before. This cannot be accomplished unless the benefits offered are sufficient to *allow* a student to remain in school."

The bill under discussion in these hearings, H.R. 4811, which was introduced by the distinguished gentleman from New York, goes a long way toward solving the terrible financial problem facing our veterans. It amends Title 38 of the United States Code in order to provide for the payment of tuition, plus some payment for books and fees, for veterans pursuing a course of higher education. The figures I have presented to you are ample and eloquent testimony for the need for such legislation, and Congressman Kemp's bill is a fine beginning. I have introduced a similar bill, H.R. 9890, which I feel comes nearer the realistic level of funding necessary to deal effectively with the problem of college financing.

H.R. 4811 would limit the annual tuition payment to veterans to $1,000. Since many universities have tuition far in excess of this figure, I recommend in H.R. 9890 the total $2,100. This represents a far more livable figure and allows the veteran considerably more choice in selecting a school in keeping with his intellectual attainments.

My bill also differs from H.R. 4811 in its language concerning payment for books, supplies and equipment. I ask that *part* of these costs be covered, while H.R. 4811 covers all. Since a ceiling figure of either $1,000 or $2,100 is imposed by these bills, and since tuition costs alone are so great, I feel this represents a more realistic promise to the veteran.

But the crucial point of concern is that some action be taken to allow our veterans to continue or begin their education without the threat of huge indebtedness. These young men interrupted or postponed their schooling to serve our nation's seecurity, and we certainly owe them their chance for educational fulfillment. Payment towards tuition expenses seems to me one concrete way of meeeting our obligation to them. I urge the Committee to act favorably on any proposal that would accomplish this goal.

Again, I wish to thank the Chairman and the Committee for giving me this opportunity to express my views.

Sincerely,

William M. Ketchum,
Member of Congress.

Mr. Ketchum. Thank you, Mr. Chairman.

One of the things that concerns me is that when I went to the University of California at Santa Barbara I found we had approximately 600 veterans enrolled. This surprised me because it is quite an institution.

I found out at the same time that we had over 1,000 student veterans enrolled at Santa Barbara City College, and somewhere in the neighborhood of 1,600 enrolled in Hancock Junior College, which indicates to me that the veteran is not seeking the best education that he can get; he has to shop for the least expensive education. I don't think that is the purpose of the act.

Stanford University, as an example, has a tuition of $3,135. Room and board averages anywhere from $1,365 to $1,425. Books are, on an average, $150; fees, on an average, are $21, and other personal expenses are $450, for an annual total of $5,121 to $5,181.

The University of Southern California is slightly less expensive, totaling from $4,190 to $5,290. California State College at Bakersfield, Calif., fees total $345. Your estimated living expenses for a married student with one child would run most of these figures up considerably higher.

I will not read all of them. The University of California is an example. At Berkeley it would run around $637.50 just for undergraduate tuition and fees, not including books, room and board, university housing for married students, et cetera, which makes the figure quite a bit higher.

As an example, a single resident's figure would run from $2,600 to $2,700; a married student's from $3,300 to $3,400. I might add that despite the fact that we are encouraging veterans to go to school and saying we are going to take care of part of your education, we want you to go out and work in the community and support yourself, in many of the university communities there simply is no employment in the area.

As you can see, the tuition variance among the colleges is significant. At some of our finest universities, tuition alone can amount to several thousands of dollars. At the present time, the veterans must produce this large sum without Government assistance.

By authorizing the payment of tuition, we can go a long way toward bridging the gap in tuition variance and allow veterans to enroll in schools more in line with their intellectual capabilities.

In far too many instances, veterans are forced to shop around for the cheapest education. I firmly believe they should receive the necessary financial assistance to enroll in schools offering the best curriculum rather than those offering the least expensive fees.

I should also like to share with the committee some budget information and comments which I received from the veterans themselves. I find that many veterans, in fact, most of them are married, and thus unable to live in university housing, with the result that their rent is much higher than many nonveterans.

Moreover, the average cost estimate for these young men is always higher than university-supplied figures, and is seldom less than $5,000 a year, even though many attend State-supported schools with lower tuitions.

The result is that many of our veterans find it necessary to go into debt in order to continue their education. One young man write me that when all his unavoidable expenses were paid, he had $70 left for 3 months for books, groceries, and personal expenses.

As he said, "If people in Government are wondering why GI's don't take advantage of their GI bill, they need only look at the above figures." Another veteran added, "* * * it seems to me that the essential purpose of the entire educational program should be to allow people whose education was interrupted to continue that education after military service, or to begin a new course of education if that was not planned before. This cannot be accomplished unless the benefits offered are sufficient to allow a student to remain in school."

The bill under discussion in these hearings, H.R. 4811, which was introduced by the distinguished gentleman from New York, goes a long way toward solving the terrible financial problem facing our veterans.

It amends title 38 of the United States Code in order to provide for the payment of tuition, plus some payment for books and fees for veterans pursuing a course of higher education. The figures I have presented to you are ample and eloquent testimony for the need for such legislation, and Congressman Kemp's bill is a fine beginning.

I have introduced a similar bill, H.R. 9890, which I feel comes nearer the realistic level of funding necessary to deal effectively with the prolbem of college financing.

H.R. 4811 would limit the annual tuition payment to veterans to $1,000. Since many universities have tuition far in excess of this figure, I recommend in H.R. 9890 the total $2,100. This represents a far more livable figure and allows the veteran considerably more choice in selecting a school in keeping with his intellectual attainments.

My bill also differs from H.R. 4811 in its language concerning payment for books, supplies, and equipment. I ask that part of these costs be covered, while H.R. 4811 covers all. Since a ceiling figure of either $1,000 or $2,100 is imposed by these bills and since tuition costs alone are so great, I feel this represents a more realistic promise to the veteran.

But the crucial point of concern is that some action be taken to allow our veterans to continue or begin their education without the threat of huge indebtedness. These young men interrupted or postponed their schooling to serve our Nation's security, and we certainly owe them their chance for educational fulfillment.

Payment toward tuition expenses seems to me one concrete way of meeting our obligation to them. I urge the committee to act favorably on any proposal that would accomplish this goal.

Again, I wish to thank the chairman and the committee for giving me this opportunity to express my views.

I would like to associate myself also with the comments of the gentleman that preceded me as to the time limit. I also have a bill that addresses itself to that, abolishing the 8-year figure.

So many of our young men coming home find themselves with a family facing those responsibilities and have to defer their education until a later date. I think the 8-year limitation should be removed and I commend the chairman for his comments as to perhaps cutting it off at age 50, which precludes someone like me, who is 52 and has been in World War II and Korea, from jumping in now and saying, all of a sudden, I would like to take advantage of that.

I have in my other bills an entitlement to increase the period from 36 to 48 months, which I believe is totally realistic today. Any of us that have students in college or universities know full well that it is almost a physical impossibility to complete a 4-year course in less than 5 years.

One further bill that I have introduced simply would increase the benefits schedule by 10 percent across the board. This, of course, is simply an effort to address the problem from a different angle.

In closing, I would simply recommend to the committee all of these bills for their consideration in a real effort to attain what we all want, and that is, a total, complete, and excellent education for all of these young men who are returning in a very, very difficult time.

Mr. DANIELSON. I certainly wish to thank you, Mr. Ketchum, for providing testimony which will be of great assistance to this subcommittee and to the whole committee in dealing with this very important and most difficult problem.

I have no questions. You have answered all of them before I asked them.

There being no other witnesses to come before the committee today, the committee now stands adjourned.

[Whereupon, at 11:20 a.m. the subcommitee adjourned, to reconvene at 10 a.m. Wednesday, September 12, 1973.]

PENDING EDUCATION AND TRAINING BILLS

WEDNESDAY, SEPTEMBER 12, 1973

House of Representatives,
Subcommittee on Education and Training,
Committee on Veterans' Affairs,
Washington, D.C.

The subcommittee met at 10:10 a.m., pursuant to recess in room 334, Cannon House Office Building, Washington, D.C., Hon. Henry Helstoski, presiding.

Mr. Helstoski. The subcommittee will come to order.

The Subcommittee on Education and Training will continue its hearings on the several bills introduced to improve the benefits for the GI bill for education purposes.

This morning we have our colleague, Hon. Edward Koch, Congressman from New York City, who has expressed interest in the plight of the Vietnam veteran.

Mr. Koch, it is good to have you here this morning.

STATEMENT OF EDWARD I. KOCH, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK

Mr. Koch. Thank you, Mr. Chairman, and my colleagues. I am very appreciative that you are having the hearings on these particular bills and that you have extended me the opportunity of appearing before you.

I would like, with your permission, to file my formal statement and then to comment on what I think the highlights of the statement are. In addition, I would like to file the bills, the subject matter of the statement, and then comment on those particular bills.

Mr. Helstoski. Without objection, it is so ordered.

[A document referred to follows. A document to be furnished follows.]

Testimony of Representative Edward I. Koch

Mr. Chairman, I am pleased to appear before you today in support of legislation relating to the veterans' education program.

H.R. 7558 which I have introduced with cosponsors proposes to establish a Vietnam Era Veterans Assistance and Opportunity Task Force. This task force will operate within the Veterans Administration to coordinate those Federal programs available to veterans and will expand outreach efforts within the Veterans Administration to encourage participation in these programs.

In order to provide for an increase in educational benefits, I have introduced H.R. 7560. This bill would reimburse any eligible Vietnam veteran enrolled in school for costs incurred by the veteran for tuition, laboratory and other fees up to $1,000 for any school year.

A companion bill, H.R. 7559, would give veterans receiving education subsistence pay the option of receiving the full 36-month entitlement in larger monthly sums over a shorter period of time. The present subsistence allowance of $220 a month for a maximum of 36 months could be accelerated to $440 a month for 18 months.

These three bills have been introduced in the Senate by Senator George McGovern.

I should also like to bring to your attention H.R. 695, which I have introduced, to permit veterans to transfer all or part of their unused educational assistance benefits to their spouses, and to provide educational assistance at the secondary level to widows, widowers, and spouses of these veterans eligible for educational assistance. It is time that we acknowledge the sacrifices made by wives of servicemen. Many of these women are subjected to great hardship and sacrifice when their husbands are in the service, often being compelled to give up their own education to work while their husbands serve on military duty. By making these benefits available to the wives of these former servicemen, we will be providing equity for these women whose sacrifices have gone unacknowledged and unrewarded to date by the Federal government.

Mr. Chairman, as you know, people in this country have the impression we are doing a great deal to help the Vietnam Era veterans. But the reality is that we are doing less for them than we did for veterans of World War II and the Korean conflict.

After World War II, the Veterans Administration paid tuition costs up to $500 per year—which generally met the full tuition fee—and a subsistence allowance of $75 a month, which at that time was adequate. 21 U.S. Senators and 65 Congressmen, including myself, who otherwise might not have been able to pursue their education and enter public service, went to school under the GI Bill.

However, now the veteran has an extremely difficult time if he want to continue his education since he receives no reimbursement for tuition costs. If he is a full-time student, he is eligible for a maximum of $220 a month, hardly enough to cover the cost of living let alone tuition. The present difficulty in the veterans ability to afford an education with the current level of benefits is evident in the statistic that at Harvard and Notre Dame, the class of '48 had over 50% veterans. The class of '72 had less than 2%.

The intent of Congress in establishing these educational benefit programs was to assist veterans whose education or careers had been halted by their military service. The present level of assistance should be raised by giving at least a reasonable tuition allowance and accelerating the subsistence payments so as to be consistent with this intent.

The accelerated subsistence payments program could well be utilized by a veteran who cannot afford to attend school and support himself on only $220 a month. By receiving $440 per month, albeit for 18 instead of 36 months, he might be able to finish 2 years of schooling. This program would be particularly useful for that veteran who does not opt to complete 4 additional years of schooling. This accelerated payment program would cost no additional money in that it would serve only to give the veteran in 18 months that which he is now eligible for in 36 months.

Donald Johnson, the Administrator of the Veterans Administration, has said that the GI Bill of Education, "by whatever yardstick you may use to measure it, is an unqualified success.''

Certainly the GI Bill has to its credit a list of successes, not the least of which is its effect on higher education in this country. Legislation passed at the end of the 92nd Congress raised benefits to be more in accord with the previous level given veterans of earlier wars.

However, we can and should do more. These benefits should be spread more evenly to these veterans who need it most yet are unable to take advantage of the assistance offered. There are over 6 million Vietnam Era Veterans; approximately 2 million receive education benefits. A Louis Harris survey conducted in 1971 revealed that 59% of the veterans did not apply for VA educational assistance benefits, and that at least ½ of this number would have applied had these benefits been increased.

I would like to point out that the current absence of tuition payment tends to channel veterans into public education. The effect of this has been to penalize veterans from states which lack an extensive public higher education system.

The Nader Report on Vietnam Veterans and the Veterans Administration points out that states in the West have high GI Bill participation rates—and they have an extensive state college system. I quote from that report:

"In California, which has the most highly developed system, 49 percent of veterans have used their education benefits and 36 percent have gone to college. In New York, on the other hand, only 30 percent of veterans have used the GI Bill and only 17 percent have gone to college. . . . In the East, where private colleges are more numerous and tuition fees high, the use of the GI Bill is low. The National Association of College Veterans points out that in fiscal year 1972 California veterans received $302 million in education benefits, while New York veterans, 33 percent fewer, received $99 million—300 percent less."

Mr. Chairman, as you know, the unemployment rate among veterans is inordinately high. New York City has over 4500 Vietnam veterans on the welfare rolls. We can help stop this unemployment by providing broader education benefits to give the veteran skills so he might compete in the job market.

I would also like to note that the Veterans Administration is denying 93% of the applications for educational benefits filed by veterans with less than honorable discharges. These veterans are eligible to apply for these benefits under law. However, the VA seems to be indiscriminately denying these benefits on the basis of what they term "moral turpitude" or "persistent and willful misconduct". I suggest that the Committee look into this matter to determine if there are not many veterans eligible for educational benefits who are being denied them.

Mr. Chairman, I am deeply grateful to the Federal government for the education which the GI Bill provided me. I dare say that without the benefit of this assistance after World War II, I would not have been able to afford to attend law school and become a practicing lawyer for 20 years before coming to the Congress in 1969. I know how important this GI bill is to furthering the education of veterans. We must help the Vietnam Era Veterans at least as much as we did those veterans who served in World War II.

The American people want to forget the war in Indochina. But the Congress must ensure that we not forget our veterans. These men have served our country. It is about time the country served them.

Mr. Koch. Mr. Chairman, I have a deep interest in seeing to it that veterans receive the benefits that they are entitled to. They will never really, in fact, receive all that they should get, as most of the population doesn't receive all that it should equitably receive.

But the things that we are doing are not adequate simply compared with what the benefits were when I served, as I am sure most of the Panel served, in World War II. I know that I could not have gone to school—that is to say, law school—and finished my education had it not been for the GI bill of rights.

I don't say that it necessarily made it possible for me to run for Congress, because you don't have to have gone to law school to do that, as you all know, but there is no question that without the GI bill of rights, my whole life would have been different than it presently is.

When I compare what benefits I received with the benefits received by veterans today, I know that they are getting the short end of the stick and that we have to change that so as to make it more equitable.

Let me tell you what I mean, and that will relate to the bills that I have filed, which are before this committee.

One bill that I have filed is H.R. 7560, which would permit the payment of tuition in addition to the subsistence allowances that veterans receive. When I went to school immediately after the war, from 1946 to 1948, I attended New York University School of Law; the tuition was totally paid by the GI bill. At that time, the tuition allowance was $500.

Of course, we know that tuition fees have gone up considerably since that time. But my tuition fees were paid, plus the subsistence allowance that I received, which at that time was $75 a month. This made it possible for me to attend full time at the law school, and I am grateful to the Government for having done that.

What are we doing for the Vietnam veteran? We don't pay any tuition. We have increased the subsistence allowance, which is $220 a month, which probably compares with the $75 a month back in 1948. It may even be less in terms of what it will buy.

What I am hoping will occur is that in addition to a subsistence allowance—and I will touch upon how I think the subsistence allowance should be changed in a moment—there also ought to be tuition payments up to $1,000 a year.

Let me give you some statistics as to what the failure to pay tuition has meant in parts of our country. There are 6 million Vietnam era veterans. Two million of these veterans are taking advantage of educational benefits or have, and over one-half the veterans eligible to receive educational benefits do not apply.

At least one-half of that number would apply if benefits were increased. Those statistics were furnished to me by the Lou Harris survey taken on the subject. Surely the country would be better off if those veterans who wanted to did apply, and did, in fact, go on to higher learning. They would be better able to handle their own problems and would contribute more to our society.

I think that simply changing that law, which presently does not permit tuition payments, to providing tuition payments, would have a very substantial effect. Let me try to point out some statistics which would bear that out.

Just comparing two States, in California, 49 percent of the veterans have used their educational benefits and 36 percent of those veterans have gone on to college. In New York, only 30 percent have used their benefits and only 17 percent of the veterans have gone on to college.

Why the difference? Those who have looked into that subject believe the difference is that of the higher tuition rates that exist in the East and in New York where the private schools have the greatest enrollment and where the fees are very high and the veterans cannot afford to attend.

In California, there are enormous State schools and lower tuition fees which do make it possible for more veterans to attend.

The second bill that I would like to bring to your attention relates to H.R. 7559, which would provide accelerated subsistence payments. At present, a veteran full time in school receives $220 a month for a maximum of 36 months.

The bill which I have introduced would permit that amount to be accelerated to $440 a month for a maximum of 18 months. There are veterans who will not be going to school for the full 36 months and who would go to school for shorter courses that don't require 36 months or 4 years, or whatever it happens to be, but for 2-year terms and would take advantage of that if they could receive subsistence payments which would make it possible for them to do that. And so, I urge that bill upon you.

I have introduced H.R. 7558, which establishes a Vietnam Era Veterans Assistance and Opportunity Task Force. This task force would operate within the Veterans' Administration to coordinate those Federal programs available to veterans and will expand their outreach efforts to encourage participation in those programs.

Let me turn, if I may, to another bill which is within your jurisdiction and which I mention in my statement. That is H.R. 695, which would permit a veteran to transfer his unused educational benefits to his or her spouse.

I think it is terribly important, particularly in this era where we have become very conscious of the equality of rights of men and women, that we recognize that the wives of men who have served in the military have served in a different capacity. They serve the country as well and, in some cases, maybe at greater deprivation.

I believe that if a veteran, for whatever reason, believes it is more practical and better for his family that it is his wife who receives his unused educational benefits, that those benefits be transferred to her.

To conclude my presentation, I would like to touch upon another problem area for veterans. It is not presently before the committee. I hope it will be some time soon.

This area relates to the military discharge system that we have. We have discharges that run the gamut from an honorable discharge to general, undesirable, bad conduct, and dishonorable discharge.

In that area of administrative or undesirable, which is a gray area, we have seen that it is the Veterans' Administration which decides whether or not educational benefits are payable. I think there is something wrong with that, and that Congress has intended otherwise.

If you have a dishonorable discharge you are not eligible for most of the benefits—maybe not for any of the benefits in some cases—that veterans are eligible to receive.

What good does it do to brand someone, except in really special cases, with the mark of Cain, to use that description? That changes his whole life. It makes it impossible for him to readjust. I don't think society is helped by these large numbers of less than honorable discharges that have been used.

Finally, no the same subject, and one I think that bothers me more than anything else—it violates my sense of justice—is that on every discharge paper, honorable as well as dishonorable and all those in between, there is a number. It is called a separation program number. A "SPN" number is the way it is referred to.

It is allegedly secret and confidential, but everybody who wants it has it. One veterans' organization, I am told, put out these numbers in a book so that anyone who wanted to know what the numbers meant had it readily available. Employers have those numbers immediately available to them.

What do those numbers do? At the present time there are about 500 SPN numbers. What do the SPN numbers tell people?

In most cases it is the subjective judgment of a military officer about an individual. For example, a SPN number affixed by a military officer could indicate apathy—that is on the veteran's discharge. Bed wetter—latent homosexuality—drug addiction, without any distinction between marijuana and heroin, and without necessarily a conviction of any kind—are some of the types of attitudes and activities indicated by the numbers.

As I say, there are about 500 of these discharge SPN numbers. I have taken the matter up with the Army and I said, "Why do you have to have these numbers?" "We need these numbers," said they, "in order to have immediately available the information which would permit us to reject an individual if he wanted to reenlist in the Army." It is a crazy answer, but that was the answer that they gave.

I am not going to get into the question of whether it is, in most cases, reasonable information you have there, but if you really need the information why can't that be in a confidential file? Why does that have to be on his discharge paper?

There is no response to that. They admit the current numbers have become public knowledge so they intend to change the numbers, but they will be common knowledge again. Any reporter worth his salt can get them. Any employment agency that wants to can get those numbers. And the Department of Defense intends only to reduce the numbers from a little bit over 500 to something like 150 or a little bit less than 200.

That doesn't really change things. It just means the SPN number you have will cover a broader category.

What does it do to a veteran? It means that a veteran who applies for a job, and his prospective employer looks at his discharge paper and sees the SPN number——

By the way, we didn't have SPN numbers before 1955. This is something relatively new. We got along a long time without those SPN numbers, but in 1955 they were first put on the papers.

The employer looks at the SPN number—bed wetter. "I don't want a bed wetter," says the employer. Who knows whether this guy wets his bed or not. Is it really a key to his employment that he is a bed wetter?

And how about the guy who was never in the Army? He may have been 4F or a student who never had to go. Maybe that student is a bed wetter, but the employer doesn't know that. He may very well be choosing between a veteran bed wetter and a nonveteran bed wetter. Is it fair to do that? I don't think so.

So, I am pressing as hard as I know how, the Armed Services to remove these SPN numbers from discharge papers. I know, Mr. Chairman, that you are a sponsor of that legislation and I just urge anyone who has any input into that to make that a major cause.

That is my presentation, Mr. Chairman.

As I believe your staff was informed, Mr. Koch, H.R. 7558 is not a bill for the jurisdiction of this Subcommittee. H.R. 695 was not placed on the agenda for consideration at this time and we do not have an agency recommendation on the measure. Without objection, however, the text of the bill will be placed in the record at this point for reference purposes.

[The text of the bill follows:]

93d CONGRESS
1st Session

H. R. 695

IN THE HOUSE OF REPRESENTATIVES

January 3, 1973

Mr. Koch introduced the following bill; which was referred to the Committee on Veterans' Affairs

A BILL

To amend title 38 of the United States Code in order to permit veterans to transfer all or part of their educational assistance under chapter 34 of such title to their spouses, and to provide educational assistance at the secondary school level to widows, widowers, and spouses eligible for educational assistance under chapter 35 of such title.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 1652 (a) of title 38, United States Code, is amended—

(1) by striking out "The" in paragraph (1) thereof and inserting in lieu thereof "Except as provided in paragraph (4) of this subsection, the"; and

(2) by adding at the end thereof the following new paragraph:

"(4) (A) Subject to subparagraphs (B) and (C) of this paragraph, any veteran who is an eligible veteran is entitled to transfer to his or her spouse, for the spouse's benefit, all or part of such veteran's entitlement to educational assistance under this subchapter. The period of entitlement to such assistance of any eligible veteran shall be appropriately charged for the amount of any entitlement transferred to, and used by, the spouse. Any person to whom entitlement to educational assistance is transferred pursuant to this paragraph shall be deemed to be an 'eligible veteran' for all purposes of this chapter other than subchapters V and VI thereof.

"(B) Any spouse to whom entitlement to educational assistance is transferred under this paragraph shall cease to be eligible for such assistance—

"(i) upon use by the spouse of all of the entitlement to such assistance so transferred;

"(ii) at any time after the veteran concerned indicates, in such form as the Administrator shall prescribe, that such entitlement should be withdrawn from the spouse; or

"(iii) at any time after the marriage terminates.

"(C) If the number of months a spouse was married to an eligible veteran during the period of active duty on which the veteran's entitlement to assistance under this chapter is based is less than the number of months of such duty on which the veteran's maximum entitlement is based, the spouse is eligible for such assistance for not more than the number of months which bears to the total months of assistance to which such veteran is entitled the same ratio as the number of months they were married during such active duty period bears to the number of months on which the veteran's maximum entitlement is based."

SEC. 2. (a) Subchapter III of chapter 35 of title 38, United States Code, is amended by adding at the end thereof the following new section:

"§ 1726. Special training for the educationally disadvantaged

"(a) In the case of any eligible person who is a widow, widower, or spouse who—

"(1) has not received a secondary school diploma (or equivalency certificate), and

"(2) in order to pursue a program of education for which that person would otherwise be eligible, needs additional secondary school training, either refresher courses or deficiency courses, to qualify for admission to an appropriate educational institution, the Administrator may, without regard to the provisions of section

Mr. **Helstoski.** Thank you, Mr. Koch.

Do you have any questions, Mr. Zwach?

Mr. **Zwach.** No questions.

Mr. **Helstoski.** Mr. Walsh.

Mr. **Walsh.** I just want to compliment my colleague from New York State on the fine presentation that he made. I was a little shocked to realize that the veterans in New York State are not taking advantage of the educational benefits.

I just have one question. I wonder if your statement about educational costs is valid all the way down the line. As you know, we have a number of State colleges in New York making up the whole educational system and it seems to me, with the community college setup and the State universities that a veteran should be able to enroll in a program without great expense.

My question relates to whether the State legislature—you may not be able to answer this—has made any provision for the Vietnam veteran to take advantage of these educational programs.

Mr. **Koch.** I don't have any knowledge in that area. I do want to add that the State colleges dont provide, in many areas, the professional courses, the university level law degrees, so that there are some areas where you must go into the private sector, but I don't have an answer to your direct question.

Mr. **Walsh.** Thank you. I have no more questions.

Mr. **Helstoski.** You have given very cogent, comprehensive testimony this morning, Mr. Koch. Thank you very much.

The next witness is Dr. Frederic Ness, president of the Association of American Colleges and executive vice chairman of the National Council of Independent Colleges and Universities. Dr. Ness is accompanied by Mr. Howard Holcomb, executive associate of the association.

STATEMENT OF FREDERIC W. NESS, PRESIDENT, ASSOCIATION OF AMERICAN COLLEGES, AND EXECUTIVE VICE CHAIRMAN, NATIONAL COUNCIL OF INDEPENDENT COLLEGES AND UNIVERSITIES, ACCOMPANIED BY HOWARD E. HOLCOMB, EXECUTIVE ASSOCIATE

Mr. **Ness.** Mr. Chairman and gentlemen, thank you for this opportunity to testify before you this morning on matters of vital importance to the subcommittee and the Nation. I am Frederic W. Ness, president of the Association of American Colleges, whose membership comprises about 800 public and private colleges and universities and whose basis for joining together is a dedication to undergraduate liberal learning.

I am also executive vice chairman of the National Council of Independent Colleges and Universities, an organization of approximately 1,000 colleges and universities which represents primarily the concerns of private higher education.

It is for this latter group that I appear this morning. I am accompanied by Howard E. Holcomb, the staff officer responsible for Federal relations for both organizations.

At the outset let me express our appreciation for your willingess to reconsider in this session of Congress the education and training needs of veterans, as you did in the last session of Congress and on several other occasions in recent years.

Your efforts last year, as we all know, resulted in badly needed improved benefits for veterans, achieved against considerable budgetary restraints.

It seems almost untimely for us, therefore, to suggest further improvements in benefits on this occasion, but so rapid is the rate of change in higher education, and particularly in veterans' needs, that we find ourselves forced to duplicate the process at all levels of government and with all our constituencies.

The requirements of veterans are particularly acute, and while we wish to discuss the relationship of independent colleges and universities to veterans, our first concern is for the veteran himself.

There is considerable evidence that a number of thoughtful and concerned persons and groups feel the Vietnam veteran does not receive adequate education and training benefits, certainly not comparable with veterans of certain other wars fought in our lifetimes.

This evidence includes, first, a recent Harris poll quoted by one veterans' group which indicates that 53 percent of the veterans polled felt their benefits were not so good as earlier GI bills; second, the report last May of a Special Veterans' Opportunity Committee of the National League of Cities and the U.S. Conference of Mayors which found that "many returning Vietnam era veterans cannot afford to take advantage of today's GI bill" because of the low level of benefits; third, the statement before this committee, just prior to the August recess, by the American Association of Community and Junior Colleges, in conjunction with the American Association of State Colleges and Universities, which recommended a tuition payment because "most community college graduates find that their college education at the upper division and graduate level, even at public institutions, is much more costly than at community colleges"; fourth, some Members of Congress who expressed disappointment on the floor of the House, when benefits were increased last year, that the rule did not permit an amendment which could consider a tuition payment; and finally, recent articles in the press dealing with a study by the Educational Testing Service for the Veterans' Administration which concludes "that the World War II GI bill provided greater educational benefits for returning war veterans than does the current legislation."

In December 1971, in testimony before this subcommittee, we presented our comparison of veterans' enrollment in independent colleges and universities in 1947–48 with that in the school year of 1971–72 and strongly urged a tuition payment. We did not assume then, and do not assume now, that such a tuition payment would restore the distribution of veterans between public and independent colleges and universities to the near 50–50 split prevailing after World War II.

We believed then, and believe now, that the veterans should have an option. Given an option, they would, we believe, distribute themselves fairly close to the college-attendance patterns generally prevailing.

In our 1971 testimony, we noted that slightly more than 20 percent of the veterans were attending independent colleges and universities. That figure deteriorated to about 18 percent in the following school year and will most likely go still lower this year.

Currently, about 26 percent of all college students are in independent colleges, indicating a negative differential in veterans' attendance in independent colleges of almost 8 percent. Veterans studying under vocational rehabilitation, where a tuition payment is provided, enroll in independent institutions at a 28.6-percent rate, quite close to the national distribution rate of all students in college.

We further observed in our testimony in 1971 that veterans' educational legislation created by the Congress, particularly the World War II GI bill, has had a greater positive effect on higher education than any single piece of legislation in our history, with the possible exception of the Morrill Act of 1862, the forerunner of the great land-grant universities.

Thus, it is particularly distressing to note that in some ways, the current veterans' education legislation is producing countercurrents in the flow patterns in higher education. For example, where college attendance by the college age group has doubled in less than 30 years, from slightly more than 30 percent in 1945 to more than 60 percent in 1971, veterans' enrollment as a group is static.

Where slightly more than one-half of all college students are in 4-year public colleges, only 40 percent of the veterans enroll there; where silghtly more than 26 percent of all college students attend independent colleges, only about 18 percent of the veterans enroll there; yet, where only 22 percent of all college students attend 2-year public colleges, slightly more than 40 percent of all veterans enroll there.

In other words, the veteran is being directed financially to a choice of institution based largely on costs to the student. Also, while part-time study is increasing among the general population, including the veteran, we believe that the veteran, of all persons, should be encouraged to engage in full-time study, if for no other reason than to make up for lost time. Yet we have reason to believe that studying full time may be declining.

The Association of American Colleges has attempted in the last 2 years to counter this continuing shift in veterans to attendance in low-charge institutions. In cooperation with the American Legion, which provides us with monthly lists, by States, of discharged veterans, we have made available these rosters to our member colleges.

Our members are, of course, restricted by law to the use of these lists for recruitment only and must sign an agreement to the controlled use of these lists before they are distributed. Although we believe that the use of these lists by our member institutions has not resulted in an increase in the numbers of veterans enrolling in our colleges, we hope that the resulting indications of interest in veterans by our colleges will encourage their using their education and training benefits in some type of postsecondary education.

Incidentally, encouraging veterans to attend college has proved to be enormously difficult, even expensive. But that is another subject.

The problems for independent institutions, and for at least one-half of all public universities whose educational charges are above the average, are compounded when additional instructional funds are appropriated by the Congress, based on increases in veterans' enrollments, as was done in the cost-of-instructions payments related to veterans' enrollments in the Education Amendments of 1972.

From a $25 million appropriation almost $6 million, or one-fourth, went to one State, and about $5 million, or five-sixths of that amount, went to 2-year public colleges. Nationally, independent colleges received about 5 percent while almost one-half the major public universities went unfunded.

The problems for the individual veteran are also compounded, we believe, by a monthly payment which is intended partially to provide for education and training. Unlike the first GI bill, where the public institution was able to receive out-of-State tuition rates because these rates more nearly reflected true costs of education, the individual veteran must now pay an out-of-State tuition rate which is well beyond the monthly benefit payment.

This obviously tends to restrict the veterans to a lower charge and in-State institution, even though the out-of-State institution may be even closer and offer the program the veteran wants, one which may not be available to him at home.

Of course, the problem for the veteran wanting to attend an independent college or university is that the total of the monthly payments barely reaches the average charge for tuition, fees, books, and supplies, forcing him or her to find other resources for living expenses.

It is true that the veteran is eligible, on a financial need basis, for other Federal student aid funds; but contrasted to the absence of financial need as a factor in the veterans benefits of 25 years ago, this step requiring the filling out of financial aid forms to establish need is demeaning to some veterans.

Finally, the veteran is handicapped by the paucity of studies on the completion rate of veterans entering education and training. If it is true, as one might surmise, that much of the utilization of education and training benefits relates to lower cost correspondence courses, and that the General Accounting Office study referred to in the Special Veterans' Opportunity Committee report is correct in stating the dropout rate as 75 percent, then the factor of low benefits does not fully serve the veteran by encouraging a choice based heavily on the lower costs of correspondence courses.

Dropout is a problem for all education, but certainly the level of benefits should not be designed to induce the veteran into the kind of program where the dropout rate is the highest.

There are at least two arguments against a tuition payment. One is abuse and the other is cost. It seems a little specious to revive satisfactorily the abuse question of 25 years ago, especially since much more sophisticated legislation and administrative procedures have been introduced in recent years.

The Nation has learned how to administer many kinds of higher education programs. The abuse issue in these newer programs has been insignificant, nor would it become an issue, we believe, if the Congress were to return to a well planned tuition payment program for veterans.

The cost argument is much more difficult to respond to, particularly because political issues become involved. Some opponents to tuition payments, in fact, use the abuse argument when they really oppose tuition payments because of cost.

It is significant and perhaps ironic that they do not use the cost argument when they are advocating increased pay for service personnel in an effort to develop a volunteer service. Yet, at the same time they exert pressures to limit payments and services to disabled veterans because of cost.

While one could make the grand statement that cost to the Federal Government should not be the overriding factor when considering benefits for persons who have served their Nation in time of war, we fully recognize the need for considering the reality of Federal expenditures.

Thus, we are not proposing a tuition payment which would cover the charges at any college or university, as was true after World War II; for that is clearly not possible. Currently the sum of payments to single veterans—$1,980—approximates the cost of only living expenses for most colleges, public or independent.

We would, therefore, endorse the concept contained in several bills which would provide an added payment not to exceed the charges for tuition, fees, books, and supplies, to a maximum of $1,000 to $1,500.

Such a "tuition benefit" in addition to the current monthly subsistence payments would provide an average of $438 for low-cost community colleges, $635 at 4-year public colleges or up to $1,500 at higher cost public universities—particularly for outstate tuition—or independent colleges.

Equity in education and training benefits is urgently needed; equity between earlier GI bills and the current legislation, equity for veterans in any single State with those in the other 49, and equity for veterans to attend college in the same patterns as other college students.

A tuition payment plan could help provide these equities, whereas, a simple percentage increase in monthly benefits would create new inequities, in some instances actually providing the veteran with more funds than the college charges.

Mr. HELSTOSKI. Thank you, Dr. Ness.

Mr. Zwach, do you have any questions?

Mr. ZWACH. Thank you, Mr. Chairman.

We have in my State, some of the outstanding private colleges. I have long sensed the very important part that this dual education system plays. I think it is great for America, and great for our young people.

I think we are all concerned about the real problem that the private institutions have regarding keeping enrollment up, and so on. It isn't, I don't think, because they are high caliber institutions and people want to attend them. It is basically money.

There is no question that the residue left in people's pockets for these various things is less and less. I know that in my State a smaller and smaller percentage of our people, because of the economics, are attending private colleges.

I believe you said veterans are now, about 18 percent, attending private institutions; is that correct?

Mr. NESS. That is correct.

Mr. ZWACH. Was it 50–50 after World War II?

Mr. NESS. Close to 50–50.

Mr. ZWACH. Do you think that is basically the lack of this tuition factor?

Mr. NESS. That is our best judgment; there could well be other factors. I don't know that we have had adequately sophisticated studies for this. We are hoping the ETS study might identify others.

I am personally convinced from my reading that the problem is basically that.

Mr. ZWACH. You almost apologized in your opening remarks for being back here again. I don't think you need to do that. I think that is good for everybody that we are back here again, that we are giving this a new look. A lot has happened since 1971; as much as sometimes happens in 10 or 20 years has happened in the context of that time.

You didn't make any remarks with regard to changing the 36 months eligibility, to extend that. What do you find in that area?

Mr. NESS. I did not comment on that. I was very much interested in this notion that was presented by the previous witness of allowing the veteran to doubleup, or even allowing him to transfer some of his credit to his spouse, or her credit to her spouse. I would like to think that over.

Mr. ZWACH. I want to think that over, too.

Mr. NESS. I should think the 36 months would be adequate to give the veteran an opportunity to really get firmly started. If you get over the 36 months you may well run into other kinds of social inequities.

Mr. ZWACH. Have you had any experience or reaction regarding the limitation of 8 years?

Mr. NESS. My immediate reaction to that is that I think it is adequate. I am really thinking off the top of my head. One of the reasons we want the veteran to have this opportunity is to help him make up for lost time and get into the economy as quickly as possible at as high a level as possible.

Therefore, I would like to think our provisions are going to force him to do this within a reasonable time after he completes his service.

The other reason we want the veteran educated is for the social good, and obviously it is to your benefit and my benefit that he get his education underway and get out into productive service.

I would like to hear, frankly, some of the arguments for extending this. At the moment, I can't think of any that would be terribly persuasive to me.

Mr. ZWACH. You don't think that adding the tuition factor would make the low tuition schools increase their rates to get the Federal factor that would be added?

Mr. NESS. I am inclined to think that it would not. Some schools well might, but there are other pressures to hold down tuition rates, not just the availability of Federal funds. There are great pressures. I have been in this business all my life in both public and private institutions and the thing that is done with the greatest amount of administrative anguish is to raise tuition rates, regardless of what else might be available.

Mr. ZWACH. I appreciate your testimony. It must be a pleasure to represent high-quality institutions as you do.

Mr. NESS. Particularly many in your State.

Mr. ZWACH. That is all I have.

Mr. HELSTOSKI. Mr. Walsh.

Mr. WALSH. I want to congratulate you on a very fine statement, Mr. Ness. I was curious about a figure on page 5 of your testimony where you said slightly more than 40 percent of all veterans enroll in 2-year colleges.

I am a member of the board of trustees of a women's 2-year college and that is one of my interests. I also recommended to that particular county, when I was director of research and development, to build and maintain a 2-year community college.

My question has to do with what happens after they enroll in a 2-year community college. How many then go on to higher educational institutions?

Mr. NESS. We would produce that figure. Neither one of us knows it precisely. We do know, of course, the dropout rate in the 2-year colleges is higher than it is in the others.

So, if you start with an entering freshman class you would have to say the percentage that go on is far lower than it should be. There are real problems of integrating the 2-year college with the 4-year college.

Studies are going on now. A new program has been set up through the joint efforts of the American Association of Community and Junior Colleges and the American Association of State Universities and Colleges, and our agency is a cooperating agency to try to ease that transition. It is not going to be easy.

My guess is that a great many people are lost in between the lower 2 years and the upper. There was a time, for example, when the student was, in many ways, discouraged from transferring from the 2-year community college to a 4-year private college. I think we are working on that.

Very often, one of the problems is that the student who enters the 4-year college initially as a freshman gets himself into a financial aid groove which will carry him through his 4 years.

The student who transfers from a 2-year college is not in that groove and it is much more difficult for him to get that assistance he needs in the 3d and 4th years. This is a very complex problem.

Mr. WALSH. I have one other question relating to the 36 months of entitlement. I took advantage of the G.I. bill myself after World War II. Why couldn't this be done on a credit-hour basis, like 120 credit hours for a 4-year degree rather than putting it on a monthly or yearly basis?

This would then give the veteran—and again, I speak from personal experience because at the time I was getting through my education I had seven children, and it was a little difficult supporting a family and going to school.

But, if this was done on a credit-hour basis you could really extend it if he continued in a program.

Mr. NESS. As Mr. Zwach said a while ago, there are a great many changes that have taken place in recent years. They are certainly taking place in higher education and they have taken place in the whole concept of the credit hour.

There are many institutions now, undergraduate colleges, which do not use the credit-hour system at all. You also run into other types of problems—the whole effort to provide credit by examination, for example, or to provide credit for off-campus activities, the university without walls sort of thing. This would be fairly complicated.

I am not saying it couldn't be done. I am saying that the notion of the credit hour, which has been a kind of sacred cow since, I suppose, 1915 or 1916, or thereabouts, is one which is breaking down somewhat.

I think this would require a very careful study by specialists before we should build legislation on it.

Mr. WALSH. Thank you very much, Mr. Ness, I have no further questions.

Mr. Helstoski. Mr. Meadows has some questions.

Mr. Meadows (Mr. Oliver E. Meadows, Staff Director). Dr. Ness, pursuing the question of tuition payments that Mr. Zwach raised, you recall during the World War II program that we had this system of direct payment of tuition to institutions of higher learning and, of course, there weren't the pressures of cost of tuition that there are now.

One of the ways that the State colleges and universities, at least in most States, found to meet this subject was to pass State laws saying that a veteran would be required to pay, even though the veteran might be a native of that State and never lived anywhere else in his life but that State, that the veteran would be required to pay out-of-State tuition rate.

This was a way to tap this Federal bonanza. Of course, there is no way the Federal Government can prohibit a State from passing such a law. No one knows if they would revert to the old system if we paid tuition fees directly to the institution. I wonder if you have any thoughts about that.

Mr. Ness. My colleague has just reminded me that the college age population has really doubled since the end of World War II and the veteran represents a much smaller percentage of the numbers.

It would really be difficult for us today to get away with that kind of provision now. I just don't know. I personally do not think that is a proper approach, and Federal legislation can certainly put a stop to it.

Mr. Meadows. I recall when the Veterans' Affairs Committee made this change many years ago, they were remarkably impressed by the testimony of a college president who came here from one of the nearby State universities and said rather frankly he had built a chapel, several dormitories, a swimming pool, a whole list of capital improvements because of his favorable negotiations with the Veterans' Administration and the increased income he derived from charging out-of-State tuition rates to resident veterans.

As I recall, this warped the personalities of some of the committee members.

Mr. Ness. Quite obviously, with the World War II veterans program, we were entering a totally unknown, uncharted waters. They are charted waters by now. I can remember many other problems that occurred, particularly with some of our bookstores.

In the particular institution at which I served at the time, we found we had been bilked out of thousands and thousands of dollars, but we know many of these pitfalls now. I should think it would be much easier to develop controlling legislation.

Mr. Meadows. Maybe there is a way, but I don't know how it would be done.

Mr. Ness. I think you could draw on some of our associations here in Washington that would be of help.

Mr. Meadows. We had lots of microscopes and dictionaries for every course back in the World War II programs. Costs turned out to be a little excessive. You tend to rely on what the institution certifies as being the required supplies, books, and so forth.

The easy answer isn't forthcoming to my mind.

Thank you very much, Mr. Chairman.

Mr. Helstoski. We want to thank you, Mr. Ness, for your excellent statement. We certainly appreciate your coming here today.

Our last witness this morning is Mr. Forrest Lindley, who is the Director of the Vietnam Veterans Center here in Washington.

STATEMENT OF FORREST B. LINDLEY, DIRECTOR, VIETNAM VETERANS CENTER, WASHINGTON, D.C.

Mr. Lindley. Mr. Chairman, distinguished members of the Veterans' Affairs Committee, thank you for the opportunity to testify. My name is Forrest Lindley. I am the Director of the Vietnam Veterans Center.

The Veterans Center is an information clearinghouse and resource center for Vietnam era veterans. The Center is working to assist all Vietnam veterans in resolving their problems and realizing their potential.

Education and training has traditionally been the bulwark of the Nation's assistance to returning veterans. Not only has education and training been deemed necessary for effective readjustment and transition of the veteran into the civilian community, it has also been a substantial investment in the future of America.

The money America has invested in her veterans' education and training has been returned six times over in increased tax revenues. The World War II GI bill produced 450,000 engineers; 180,000 doctors, dentists, and nurses; 360,000 teachers; 150,000 scientists; 107,000 lawyers; 233,000 accountants; 36,000 ministers; 380,000 sheet-metal workers; 138,000 electricians; 83,000 policemen and firemen; 700,000 businessmen; and over 17,000 writers and journalists.

The World War II GI bill also gave us 21 Senators and 65 Congressmen; several members of this subcommittee probably owe their public service careers to the assistance and opportunities provided them by the GI bill.

Today's GI bill has not accorded the Vietnam era veteran with the opportunity to attend a private school such as Harvard or Yale by paying the cost of tuition, books, and fees up to $500 a year and a monthly subsistence allowance.

For the few schools whose costs exceeded $500, the veteran had the option of an accelerated tuition provision that allowed him to receive more money by using his entitlement at an accelerated rate.

In 1947, 60 percent of the students at Harvard and Yale were veterans. Today, less than 2 percent of the students at those institutions are Vietnam era veterans. The Veterans' Administration reports that the percentage of Vietnam veterans "taking advantage of" the GI bill are about equal to the percentage that used the World War II GI bill.

What the VA does not report is the type of training and education the Vietnam veteran is receiving, and the number of veterans that have completed programs under the Vietnam GI bill is substantially less than the World War II completion rate.

The Vietnam Veterans Center does not believe that the Government should "give" the Vietnam veteran an all-expense-paid education at Harvard or Yale. We do believe that the Government has an obligation to provide every motivated, conscientious, dedicated veteran with the assistance and the opportunity to pursue the education and training of his choice.

There are three particular bills before the Education and Training Subcommittee that go a long way toward providing the Vietnam veteran with the educational assistance and opportunity accorded to previous generations of veterans.

The first bill provides for the direct payment of tuition, books, and fees in amounts up to $1,000 a year, or greater amounts if the veteran elects to use this entitlement at an accelerated rate.

Education costs have multiplied fivefold since World War II, pricing a private education, available to most World War II veterans, completely out of range of Vietnam era veterans without independent means.

Under the GI bill philosophy, veterans are supposed to be regarded as equals. Yet the effectiveness of benefits is directly related to the availability of readily accessible public institutions.

California, which has the largest subsidization of its higher educaton system, has the highest national veterans' participation rate, 38 percent; whereas States with high-cost public education institutions, have only half the veterans' participation rate.

Ohio has a rate of 16.8 percent; Pennsylvania only 16.4; and Massachusetts, 19.8 percent.

Legislation authorizing the payment of tuition, books, and fees up to $1,000 a school year would be a major step in equalizing benefits for all veterans and providing broad new access to the education and training system for veterans previously denied an education because of prohibitive costs.

For those that object to the cost of this program, the GI bill is not a welfare program. It is an investment, perhaps the most successful investment in American history. For every dollar spent on education and training for veterans by the Federal Government, $6 have been returned in increased tax revenues by some of America's most productive and contributing citizens, her veterans.

The second bill the center is supporting provides for accelerated payment of tuition and the monthly subsistence allowance. A single veteran is entitled to $220 a month for 36 months for a total of $7,920.

The accelerated tuition and subsistence provision would allow the veteran to use his benefits at a faster rate, receiving a greater monthly allowance over a proportionately reduced period of time.

For example, a veteran could receive $440 a month for 18 months, which would still total $7,920. The accelerated tuition and subsistence provisions would open many new fields of education and training to veterans.

It would allow thousands of veterans to complete their education at a private school, attend graduate, law, or medical school. Twenty-five percent of all veterans have completed some college before entering or while in the service.

The accelerated subsistence and tuition provisions would give these veterans the assistance and opportunity they need to complete their education. This provision is particularly important to veterans with families that cannot afford the time or the money to spend 4 years in school or training.

Accelerated payment would also be a major incentive for the all volunteer armed forces already lacking recruiting goals.

If a person could study while in the service under the Armed Forces educational programs and upon his discharge complete his education at the school of his choice, this would make military service very attractive to millions.

The third bill that the Vietnam Veterans Center is supporting is a bill which establishes a task force within the Veterans' Administration to advise, assist with, consult on, and coordinate all programs pertaining to Vietnam era veterans.

The Educational Testing Service study reports: "The limited effect of other Federal agencies' efforts to provide education and training to veterans has been due, in part, to the lack of overall direction, leadership, and coordination."

Although the degree of coordination between the VA and other agencies is greater now than during the previous two conflicts, it still remains limited.

The Government has many good education and training programs on paper, but, to a large degree, in practice they are uninspired, poorly implemented, uncoordinated, little known, irrelevant, or lacking in perspective as to the real needs of Vietnam era veterans.

After World War II Gen. Omar Bradley brought into the VA many World War II veterans that understood and could relate to the problems, needs, and potential of the World War II veteran. The Veterans Task Force would do the same thing for the Vietnam era veteran.

It would provide the perspective of and be a voice for the disadventaged, the minority, and the alienated veterans that are not represented at the decisionmaking levels of the Government's veterans programs.

The task force would publicize, promote, and demonstrate the skills, training, discipline, experience, and leadership of the Vietnam era veteran. It would encourage and assist the Government, employers, businesses, and unions in evaluating in-service education, training, and experience for: union apprenticeship programs, academic credit, certification, and transition into equivalent civilian skills.

Service in the Armed Forces develops valuable talents and resources. The Veterans Task Force would assist America in using these assets, and allow the veteran to work toward his full potential.

The three bills that the Veterans Center has concentrated its testimony upon have been introduced by Congressman Koch and Aspin in the House, and Senator McGovern in the Senate. They have been cosponsored by many Members of both Houses, including several members of this subcommittee.

The $1,000 tuition payment, the accelerated tuition and subsistence provision, and the Veterans Task Force have received the support and endorsement of the American Legion, the VFW, the Jewish War Veterans, the NACVI, the AVC, and many others.

The Vietnam Veterans Center urges you to consider these bills in the actions that the subcommittee takes.

Mr. HELSTOSKI. Mr. Walsh, do you have any questions of this witness?

Mr. Walsh. Mr. Lindley, just for the benefit of the committee members, could you tell us something about the Vietnam Veterans Center, its background, its origin, its funding, and so on?

Mr. Lindley. The Vietnam Veterans Center is putting together the pieces of what was formerly the Vietnam Veterans Against the War Legislative Liaison Office in Washington, which was the first Vietnam veterans legislative information center in Washington.

It is also the culmination of Senator McGovern's veterans programs during the 1972 Presidential campaign.

Presently we are applying for grants through National Council of Churches veterans resource project to support the center. It is open to all Vietnam veterans. It is nonideological and nonpolitical.

We are trying to overcome much of the bad reputation and image that the Vietnam Veterans Against the War was given, not by its own actions but by a concerted effort on the part of the Committee to Reelect the President and the White House to discredit that organization.

We hope to continue much of the efforts and accomplishments we have made in the past.

Mr. Walsh. Thank you very much. I have no further questions.

Mr. Helstoski. Mr. Abdnor, do you have any questions?

Mr. Abdnor. I have no questions.

Mr. Helstoski. I have no questions for the witness. I want to thank Mr. Lindley for his statement and appearing this morning before the committee.

The committee stands adjourned until tomorrow at 10 a.m.

[Whereupon, at 11:10 a.m. the subcommittee recessed, to reconvene at 10 a.m. Thursday, September 13, 1973.]

PENDING EDUCATION AND TRAINING BILLS

THURSDAY, SEPTEMBER 13, 1973

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON EDUCATION AND TRAINING
OF THE COMMITTEE ON VETERANS' AFFAIRS,
Washington, D.C.

The subcommittee met at 10:15 a.m., pursuant to recess, in room 334, Cannon House Office Bulding, Washington, D.C., Hon. Henry Helstoski presiding.

Mr. HELSTOSKI. The subcommittee will come to order to continue hearings on several pieces of legislation introduced to improve GI educational and training benefits.

This morning we have with us the Honorable Bernie Sisk from California. Mr. Sisk.

STATEMENT OF HON. B. F. SISK, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Mr. SISK. Thank you, Mr. Chairman.

I appreciate very much having this opportunity to appear before you this morning. If I can reminisce for just a moment, it brings back some memories since I served on this committee back some 16 or 18 years ago, and I am always happy to get back before the committee.

My interest lies in H.R. 8627. I do have a statement prepared which I ask to be made a part of the record. I will just take a minute or two to explain very briefly my interest.

This bill actually extends the time which, under current law, would make a veteran's educational benefits available. At the present time they are under limited years after service. I recognize that most people feel there should be possibly some limitation. This bill which I have actually removes the limitation entirely.

This, again, depends, of course, on the wisdom of your committee, Mr. Chairman. They might desire to have some limitation. I simply want to preface my feelings on this basis.

Going back, and I well remember the experience we had in connection with the GI benefits for World War II veterans, it has been said many, many times that for every dollar we spent on World War II veterans in educational benefits it paid tenfold by the ability of these people to hold better positions and take their place in American society and, through their ability as producers, repay through income tax and all the other things that Americans, as producers to our society, have paid.

Actually, the return on the investment has been tremendous. If, in fact, that is true, and I think there is no question that evidence proved that for World War II veterans and Korean veterans this was true.

Therefore, in spite of the fact there would be some additional cost attached to it, assuming the same tenfold return for these increased educational benefits to these Vietnam veterans, to me, it is an excellent investment. In fact, I know nothing that would repay to our country on that kind of a basis.

So, on that basis, of course, I urge, Mr. Chairman, the consideration of your committee, the serious consideration of extending the period of time in which these veterans may go ahead and take advantage of these educational benefits.

Many of these young fellows come back, as you know, and aren't quite sure what they want to do. In some cases they have families and responsibilities. It is a problem and does take some considerable time.

We have had a tremendous amount of correspondence from Vietnam veterans who would like to take advantage where the time has already run or will run out before they have had an opportunity to complete those benefits.

As I say, Mr. Chairman, I appreciate very much the opportunity to appear before the committee to put in a plug for what I believe is not only a good piece of legislation for the veteran, but even more important, good for America because of what it will do for America as a whole.

Mr. Helstoski. Thank you very much, Mr. Sisk. We certainly appreciate your appearance here this morning. Your formal statement will be made a part of the record, without objection.

[The document referred to follows:]

Statement of Congressman B. F. Sisk

Mr. Chairman, members of the Subcommittee, I want to thank you for giving me this opportunity to express my enthusiastic support for legislation to remove the time limitation within which programs of education for veterans must be completed. As you know, I am a co-sponsor of H.R. 8627, a bill which provides that such benefits to veterans entitled under current law would remain available until used.

No doubt you have heard it said many times during these hearings that mid-course career changes are becoming more and more common and veterans who do not use their educational assistance benefits immediately after discharge may want to do so years later for a variety of reasons—new opportunities, new aspirations or simply as a matter of necessity. I am pleased and proud to add my voice to the ever growing chorus of my colleagues here in the House in stating that I strongly believe these veterans should be allowed to do so.

Since introducing this legislation I have received scores of letters of support from veterans and non-veterans alike from all over California. The Project Coordinator for the Fresno, California Chapter of the American GI Forum Veterans Outreach Program, a veteran family organization funded through the Department of Labor, tells me that he and his staff counsel many veterans that have reached a turning point in their lives and wish to take advantage of their educational benefits. Unfortunately, the average veteran they see has only about one and one half years left to utilize his benefits. These veterans as well as those who might use some of their entitlement right away but may want to return to school later to brush up professional skills or expand their knowledge in other directions should be allowed to do so at any time as long as they have entitlement remaining, not just in the 8 years after discharge.

I was privileged to serve on this Committee when I first came to the Congress back in 1955 and during my 4 years of service I was made well aware of the persistent opposition of the Veterans Administration to removing or even extending the time limitation within which GI Bill benefits can be used. Then, as now, it was emphasized that the benefits of the GI Bill were not intended by the Congress to be a form of a bonus or a reward for military service, but rather were intended to be readjustment benefits for the purpose of assisting a veteran in resuming his education or career that may have been interrupted or impeded by his having been called into active military service for an extended period of time.

I am not entirely sure that is an accurate reflection of Congressional intent, but regardless of what may or may not have been Congressional intent in years past, we do have a right to change our thinking. Perhaps it was the Vietnam War and the relative youth of those who served in that conflict as opposed to past wars, but I am convinced that there is substantial support in the Congress today for a change in the law to remove or at least extend the GI educational benefit time limitation.

Furthermore, if the GI bill is, as the Veterans Administration contends, strictly an educational program to assist in the transitional readjustment to civilian life, why did we wait until 1966 to extend benefits to veterans who served between January 1955 and August 1964, during the so-called Post Korean Conflict Period? Certainly a veteran discharged in 1955 is not going to begin using his benefits some 11 years later to make the transitional readjustment from military to civilian life and certainly that was not the purpose Congress had in mind when it extended educational assistance to Post-Korean Conflict veterans in 1966. Rather, I believe it was considered a matter of equity to give veterans of the Cold War a bonus or reward for military service just as we had given veterans of World War II and the Korean Conflict.

I realize, Mr. Chairman, that the costs involved in extending the cut-off date are of major concern at this time but I am convinced that the American people are willing to make this small sacrifice for the men and women who have themselves made sacrifices in service to their country and many of whom have borne the awful burden of that terrible, unpopular struggle in Southeast Asia.

Mr. HELSTOSKI. Do you have any questions, Mr. Walsh?

Mr. WALSH. I have no question. I just want to congratulate Mr. Sisk on a very fine statement.

Mr. SISK. Thank you very much, Mr. Chairman.

Mr. HELSTOSKI. Thank you for being with us this morning.

The National League of Cities and U.S. Conference of Mayors, and the Honorable Silvio Conte are the next witnesses. Mr. Conte is accompanied by Mr. Robert Penn, a veteran of the Vietnam war.

STATEMENT OF HON. SILVIO O. CONTE, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MASSACHUSETTS, ACCOMPANIED BY ROBERT PENN, A VIETNAM WAR VETERAN

Mr. CONTE. Thank you, Mr. Chairman.

I would like to introduce Bob Penn. He is a former Vietnam army captain, a hero with the Purple Heart, whom I had the pleasure of having on my panel in Newark, Cleveland, and Seattle. I got to know him quite well.

At that period of time he was not only a war hero but a real outstanding citizen. He made a great contribution to our panel and to this problem of the Vietnam veteran. I was proud to have him as a member of the panel. He is now serving as the commissioner of parks in the city of Buffalo.

Mr. Chairman, and members of the committee, I am here to testify about the GI bill for several reasons: First, as a member of the House Appropriations Subcommittee on Labor, Health, Education, and Welfare.

I have been extremely concerned about the Vietnam era veteran and how his needs have been served by the programs in HEW's Office of Education, like special services, student work-study, various student loan programs, Upward Bound for veterans, and the veterans cost of instruction program; and the Labor Department's Manpower Emergency Employment Act and employment services programs.

Secondly, I agreed to serve as chairman of a Special Veterans Opportunity Committee for the National League of Cities and the U.S. Conference of Mayors investigating the "plight" of the Vietnam veteran.

We had the pleasure in Newark, N.J., of having the chairman of this subcommittee, Mr. Helstoski, serve on that panel with us.

In this role, I cochaired a series of open hearings across the country. The thought was that these hearings would not only ask the veterans what their problems were, but, more importantly, use the forum for involving the local power structure—business, labor, academic and political leaders—in the discussion so that positive action and commitments would result, strengthening the projects.

The hearing process was also designed to help insure the coordination with the GI bill of various related HEW and Labor Department programs. Along with Mayors Gibson of Newark, Perk of Cleveland, and Uhlman of Seattle, we heard firsthand testimony of what it means to be a veteran of this most difficult era.

My last, and perhaps most important reason for testifying today, is that I myself am a veteran of World Wor II—one who was fully educated, to include college and law school, and given much opportunity under the World War II GI bill of rights.

Without this remarkable program, I dare say I would not be in Congress today. Perhaps some of my colleagues have similar recollections.

The question that burned in me was: are the young men who were called and who served in this difficult war getting the same degree of gratitude and opportunity as I did over two decades ago?

When I undertook to lead the National League of Cities and U.S. Conference of Mayors' Special Veterans Opportunity Committee, I thought veterans were as well off as we were, and that any gaps could be filled from Labor and HEW and by State and local action.

Regretfully, after the hearings, I must conclude that Vietnam era veterans lack opportunities equal to ours. A VA-commissioned educational testing service report has reached the same conclusion.

If we are to convince these men that their country and their Government really does care, we should have some good answers.

These answers cannot be more speeches of commitment, or goals of rededication, or platitudes about the Nation's debt for faithful service. Answers must come in the form of real opportunity—the chance to make up for time lost, for educations interrupted, for careers not yet begun.

I remember one young Vietnam veteran who had recently dropped out of his GI bill college course because he couldn't afford to support his wife and child, and to go to school at the same time. He testified about this, and then looked up, and in that crowded city hall chamber in Cleveland, said to us, "All we want is what our fathers got." The applause from the other veterans in the room was thunderous.

At our veterans open public hearings, which regularly run from early morning into the evening hours, we heard from 111 witnesses, 62 of whom were Vietnam-era veterans. The picture that emerged was that this GI bill, while it is helping many, has some inherent weaknesses which serve to exclude far too many veterans.

Today's GI bill, like its earlier predecessors, has been designed by this committee to provide the opportunity to all veterans to get the education they need, want, or may have missed by serving their country.

We found a situation where many young veterans are not using their educational benefits because they cannot afford to—they don't have the reservoir of cash to meet both living costs and high tuition payments, even at public colleges; they may not live in an area where a college has an Upward Bound for Veterans Program which will seek them out, counsel them and help them put the pieces together; they may not have been stationed at a military base where a Project Transition or college discovery or other remedial effort was fully subscribed to by a unit or base commander; they may not live in a State where cheap public higher education is readily available; they may not be where public employment opportunities exist; they may live where unemployment rates are high and no jobs exist for them to supplement their benefits; they may not be able to patch together food stamps, welfare, social security and student benefits; unemployment compensation or other social programs to make it under the GI bill.

In these types of situations, where any combination of factors make it so easy for an education-seeking veteran to be frustrated, bitterness is understandable. We held one hearing right after the POW's were brought home—amid much adulation.

At that hearing, we had on our panel a Vietnam veteran who had been captured by the Vietcong and had, after 3 days, escaped by running across an open field in the midst of a fire fight. He asked another Vietnam veteran, who was testifying, how he felt about the difference between the public reactions to the POW and to the ordinary veteran.

He answered: "The real prisoner of this war is the ordinary veteran, the conscripted grunt who didn't have the money to buy his way out of the war by going to college or didn't have the political connections to get into the National Guard to sit it out."

The important point is that it became easy to see how the Vietnam veteran can equate any difficulty he may be having with the public reaction to the war or the forces of division unleashed by the war.

Our first hearing was held in Newark, N.J., last October 25, the day after I was at the White House when the President signed the 1972 GI bill amendments, raising educational benefits by 25 percent.

He had, shortly before, issued an executive memo to the Civil Service Commission, requesting that veterans be hired for Federal jobs, two men to a job where possible, so that each man could have half a job and go to school at the same time.

Quite frankly, when we could announce a $45 increase in monthly GI bill benefits, signed the day before, I was unprepared for the degree of frustration, bitterness, alienation and disgust felt by the veterans who came to testify.

I remember one young veteran, outraged that the State of New Jersey included its Veterans Affairs Bureau in the department which dealt with prisoners and mental patients. Another told how a friend had been forced by economic circumstances to do the one thing he least wanted to do—rejoin the Army.

And there was the State legislator, author of a pending, but bottled up, State GI bill, who told how States were being forced to spend funds to supplement a Federal program that was demonstrably inadequate.

We did a survey of 50 State legislatures to see what sort of benefits for veterans were pending. We found that more than a billion dollars in cash bonuses, ranging from $100 to $750, had either been passed or were being considered, while nearly half a billion dollars in annual expenditures for veterans educational benefits had come before the legislatures.

Unfortunately, because of other pressing fiscal needs, and the unpopularity of the war, much of this legislation will never pass. It is a measure of the Federal GI bill's inadequacy that State expenditures for the same purpose should have to be considered on such a scale.

I contrast this activity with the President's budget message for fiscal year 1974, which categorically states that the Federal Government has primary responsibility for veterans education and training programs.

And yet, how many times during our hearings were we to hear documented evidence of related HEW and Labor programs not being universially available, or having criteria designed to limit their use, mostly to the disadvantage of veterans?

Upward Bound for Veterans, an HEW program I played a part in funding, was eloquently described by former Astronaut Neil Armstrong at our Cleveland hearing as one which is helping Vietnam veterans take advantage of their benefits and counseling them into and through a college education. And yet, funding limitations allow only 67 colleges to have such a program.

When the Congress passes and the administration funds programs such as this, as well as the veterans cost of instruction provision and various work-study programs aimed at veterans, we as public officials are saying, "These things are needed to make the GI bill work better."

The problem is that they don't make it work better for everyone. Equal opportunity, equal benefits, and equal accessability to programs—all for equal national service—must be a fundamental principle.

Yet, it is a principle only spottily adhered to, and the charge of unfairness that this provokes in today's veteran is a further reminder to him of the unfairness of the system which made him a veteran.

Dr. Charles Odegaard, president of the University of Washington, made this very point at our Seattle hearing: He said:

> Soldiers from Vietnam were not universally conscripted as they were during World War II; more were chosen from among men who could not go to college and who were not granted deferments.
>
> Not surprisingly, then, veterans from Vietnam include more financially disadvantaged men and more minorities than previous veteran groups, at least in recent history. Predictably, these men are going to have unusual, indeed unique problems.
>
> They are not going to be as well-prepared for college, so that they will require more and specialized attention to get through college and to enter graduate or professional study. They are going to be difficult to place in jobs; and more than previous veteran groups, they are going to find re-entering civilian life an emotionally difficult and traumatic experience.
>
> Unless these men are given special help, the original inequity which encouraged the drafting of poorer and less well-educated individuals will be magnified by the fact that those who were less equipped to support themselves when they were drafted come back as veterans to compete in the job market with men who have had two more years of education and training. At the same time they have to face a less receptive and unfriendly environment than their predecessors.

In this light it is not surprising that young veterans' emotions run high and their voices get shrill when someone asks them why they are not using the G.I. bill. The 62 vets I heard testify and the hundreds more I talked with informally are a fair sampling of the kind of man Dr. Odegaard was talking about.

I was privately told by one VA official that his office was having to deal with a 10-percent increase in benefits workload alongside an 8-percent reduction in personnel. No wonder the veterans are bitter about bureaucracy, lost records, and delayed benefit checks.

They are no less bitter about how they are treated when they look for a job. One young veteran at the Cleveland hearing said:

> I got tired of guys looking at my separation papers and then assuming automatically that because I served in Vietnam I was a drug addict, a hired killer, or a psycho. It got so that I hid the fact that I was a veteran . . . and they told me when I was getting out that I could hold my head up and be proud of my service to my country. I was a veteran and I would have all kinds of benefits and opportunities. Those guys are unreal.

As the hearings went on and we listened to more and more of this sort of thing—buttressed by testimony from psychologists, college presidents, and State government officials—I realized that the statistics and reports about today's veteran that I had seen might be open to some question.

Past arguments that today's veteran has a good or better deal than that of the World War II veteran, which I had accepted on their face, sounded a little hollow—especially to me as a World War II veteran.

It is a very tricky thing to argue with precision about the calibrated difference, in constant dollars, between 1948 GI bill benefits and benefits today. After World War II, veterans had all tuition, fees, books, and supplies paid up to $500—but that was a figure that covered nearly every tuition at both public and private colleges.

Today, the flat $220 a month rate must cover everything. This amount was reached after three increases—$130 in 1967, $175 in 1970, and $220 in 1972.

When I was at Boston College, tuition was $300; now it is $2,400. Sure, the cost of living may have doubled, but the cost of getting an education may now be eight times what it was.

In the World War II GI bill, there was an allowance for books; there was often cheap housing available through other governmental programs; the colleges were paid directly by the Government and they had all kinds of incentives to seek out and enroll veterans.

They streamlined admissions procedures, made course readjustment, and generally did everything possible to attract the veterans. As a result, a private college like Harvard had veterans making up nearly 60 percent of their undergraduate body.

Today veterans are less than 2 percent. The story is similar at most private colleges, the veteran has problems. In fact, it wasn't until the October 1972 amendments that veterans attending the State Universities of Ohio and Pennsylvania were able to net benefits in excess of the $75 the World War II veterans had to live on.

Any special efforts made by institutions of higher education today are a result of federally funded programs, just as the World War II efforts resulted from payments of out-of-State tuition rates for in-State veterans. There is no way to attach a dollar figure to this kind of difference between 1948 and 1973.

It is possible to say that because the times are more difficult for today's veteran, more of an effort must be made. Why, then, is so much less of an effort being made? I saw the reason when I received a letter from a young veteran following an article about our Newark hearing. It said, in part:

> After receiving the grateful Nation speech in Cam Ranh Bay, I got on the plane to return to the United States and resume my law studies. I was surprised to return to a place that was practicing cut-rate Government. Like in so many other ways, the hidden costs of the war were being foisted off on those who lacked the votes, organization, or money to have political clout—the returning veterans.
>
> I wonder how the hell guys who were shot up make it through. What made the situation particularly galling was that at least 50 percent of the people I encountered—fellow students, faculty members, friends of my family—all thought I was receiving the same benefits my father and his generation received.

That was the myth. Many, many Americans—and some in Congress—believed that today's GI bill was doing the same job that earlier ones did. I do not believe that now.

If a figure must be attached to the difference, it must be under the heading of buying power. The World War II vet with usually full tuition and fees paid, his books subsidized, his housing often available cheaply, a $75 a month subsistence allowance, a job usually available if needed, and a college that was looking for him eagerly—this veteran had a buying power for a 4-year college education that is far and above that available to today's veteran.

He has a yearly benefit of $1,980, which will cover only public college tuition, books, supplies and part of his living expenses. Veterans in Newark told us the whole monthly benefit check just paid the tuition and rent; that is, when it arrived on time, and a little left over for food. As for jobs, where they are available, it was often through the EEA program, now scheduled for termination.

In 1948, the veterans subsistence allowance of $75 a month equalled 35.4 percent of the average monthly earnings. If we used the same measure today, 35.4 percent of current monthly earnings would ironically be $220—the exact GI bill base benefit that is supposed to cover everything.

In 1948, the minimum wage was $.40 an hour, or five and one-half times as much. By almost any yardstick, today's veteran has nowhere near the buying power to command an education that I had as a GI bill-enrolled veteran.

Worst off is the married veteran with children. In order to have the same percentage of his monthly earnings that we had, he has to earn $133 a month after taxes more than his GI bill. That will bring him simply to the same relative place we were before we got our jobs.

One other important factor that became clear as we held our hearings was that the change from a direct tuition system means that veterans in some States are much better off than veterans in other States, for equal military service.

States like California, with huge public postsecondary education systems, offer veterans $200 a year tuition at public colleges, while Ohio and New Jersey charge $600 to $800 a year tuition at public colleges.

California also has a far more extensive junior college system. As a result, 37 percent of California veterans attended junior or 4-year college, while only 17.3 percent of New Jersey and 16.8 percent of Ohio veterans did so. Yet, I believe the level of desire for further education is equal.

So what is the answer? Do we now say, "Okay, let's just raise the benefits until equivalency is reached or approximated? No, we must look at all the dimensions of the problem; the veteran's educational costs; his need for a job; the role of the colleges; the role of assistance efforts at the State and local levels; and the basic reasons that this era is different for the veteran.

One of the major problems with today's GI bill is that its benefits were gradually increased in slow stages, starting from an extremely low base figure—$100 a month for everything, less than the Korean War figure of $110. Each increase was a compromise figure in response to cost of living pressures.

The problem is structural—the poorer you are, the harder it is to put together the pieces. Therefore, what must be offered the veteran is a package—a package of realistic educational benefit; a livable subsistence allowance; a guaranteed work-study approach with a part-time job; remedial education where needed; guaranteed counseling; and support for outreach and assistance efforts at the local level.

And, somehow we must make sure that this package is wrapped in understanding—from the bureaucracy, from the colleges, from employers, and from the public. Anything I can do to aid this committee in passing such a realistic program, I will do.

Thank you, Mr. Chairman, and members of the committee.

Mr. HELSTOSKI. Thank you very much, Mr. Conte.

We have a report with the findings and recommendations of the Special Veterans Opportunity Committee. I would like to have that made part of the committee file. It will be included in the file without objection.

[The document was placed in the committee file as directed.]

Mr. HELSTOSKI. Mrs. Heckler, do you have any questions?

Mrs. HECKLER. I want to thank you for a very fine presentation. Obviously the in-depth hearings you conducted substantiate your position, and I must say that what you said today is in line with my own understanding of the issue, not only from testimony before this committee but also from my own study of the issue.

Personally I feel that a reexamination of the question of the adequacy of the GI bill is overdue for the veterans of Vietnam. However, there are certain thorny problems that you must approach when you consider this subject.

If you presuppose an attitude of acceptance, that there is a consensus of opinion, which I am not sure exists on the committee yet—there is between the two of us, I assure you—at the same time I wonder how you would structure a program that would be adequate today.

For example, considering our own State of Massachusetts, where you have an excellent public university system—I forget what the tuition is. Do you happen to know what the tuition is at the University of Massachusetts?

Mr. CONTE. I believe it is around $300.

Mrs. HECKLER. Here you have an excellent opportunity for education in Massachusetts at the university for $300, and at Harvard you probably pay, as a day student, close to $4,000.

Mr. CONTE. $4,700.

Mrs. Heckler. As a day student?

Mr. Conte. That is tuition, room, and board.

Mrs. Heckler. If you just take, say, the Massachusetts veteran and consider those two options, the University of Massachusetts or Harvard, what would be the most equitable plan for the country? Do you think the program should provide compensation which would enable the veteran to have his tuition covered at Harvard, for example?

Mr. Conte. Certainly, I do feel that way. Of course, I know it may be very difficult to get that kind of bill through the Congress. But certainly when this fellow was drafted, they didn't say to him, "You are only going to go to California," or, "You are going to go to New Jersey to train." They sent him out to Vietnam. They sent him out where the action was and, unfortunately, as I said in my testimony, he didn't have the political pull of some to beat the draft, and he didn't have the money and the wherewithal to go to college.

Therefore, he became more or less of a second-class citizen. He went out on the frontline, and thank God, he came back. Therefore, I think he should be entitled to the best education.

Certainly, when I came back after World War II, I could have gone to Harvard. I could have gone to Harvard with a $75 subsistence and the $500 tuition. That came to $1,400. Room, board, and tuition at Harvard at that time was $1,300. I would have $100 over and above what I needed, to buy beer or anything else I wanted.

Therefore, I feel very strongly that the veteran should be given the opportunity to go to any college of his choice.

Mrs. Heckler. And you feel the Government should pay the full tuition?

Mr. Conte. I would pay full tuition. We are talking about peanuts here. I know you are going to talk about a balanced budget and all that, but we weren't talking about a balanced budget when we were pouring $25 billion a year into Vietnam. It is just like pouring corn down a rathole.

If this thing costs $1 billion, so what? I can't understand the administration coming up here and talking cost. I never heard them on the Appropriations Committee, as I sat there year after year, talking cost about the war in Vietnam.

Mrs. Heckler. I sympathize with you entirely on that subject. Do you think the Appropriations Committee would vote out a bill that would provide for the tuition at any college, be it Harvard or Princeton, or wherever?

Mr. Conte. Certainly, if the Appropriation Committee passes such a bill, I have every confidence in the world that Eddie Boland, of Massachusetts, who chairs that subcommittee, would put up the money. He always has in the past, and I am sure he would in the future.

Mrs. Heckler. Do you feel we should have a direct tuition payment to the colleges, or to the student?

Mr. Conte. I favor a direct tuition payment to the college. I realize the pitfalls and problems we had in World War II, but you are not dealing with the masses here. Right now, we may have hit our peak. Maybe we are a little too late about doing this. Maybe we can go back and get some of the Vietnam veterans if we give this opportunity, and maybe we can get them into college.

We are not dealing with such a massive program as we were dealing in World War II where schools got started just to make a bundle of dough.

Mrs. Heckler. Many of our public colleges are first-rate schools.

Mr. Conte. I am talking about these fly-by-nights that got started just to receive tuition payments. We did have abuses in World War II, but I don't think those abuses would exist now. I would say the direct payment to the college is the best.

Mrs. Heckler. In terms of counseling——

Mr. Conte. Incidentally, Margaret, I introduced Bob before you came. Bob Penn is a hero from Vietnam, a captain who won a Purple Heart. He sat on this Panel with me. He is now commissioner of parks in Buffalo.

Mrs. Heckler. We are honored to have you appear before our committee.

Mr. Conte. If you would like any answers from him, he will be glad to testify.

Mrs. Heckler. I think there are problems today due to the fact that the colleges have changed and tuitions vary enormously. Actually, I feel so strongly that you can get a good education at the University of Massachusetts, that I am not sure you have to necessarily have the Ivy Legaue tag or the Ivy League price.

Nonetheless, I do feel that adequate educational benefits are not available at this time, and I am trying to structure a program that can pass in Congress and pass our committee. It is not really all that easy.

One question that I have is, I think one of the areas of problems in terms of the Vietnam veteran is a question of psychiatric assistance. It has come to my attention that many of them, for very understandable reasons, are suffering enormous emotional problems, and they came back to a country where they were not heroes when they returned.

I would like to have any comment you or Bob would like to make on the subject of psychiatric assistance: what is available at this time; what should be available.

Mr. Conte. Let me preface that by saying the guys at the University of Massachusetts happen to be in my district. I was fortunate to receive an honorary degree from there last year. I think the University of Massachusetts can stand up to any school in the United States. I think it is No. 1.

Don't get me wrong; I just feel we are not just talking about Massachusetts. We are talking about the whole country. Any guy that fought that war out there should have the opportunity to go to any college he wants. That is the only point I am making.

I am not saying the public schools and State schools aren't as good as the private schools. I think he should have the freedom of choice. That is the point I make.

Mrs. Heckler. I think that is entirely desirable. There is the problem of finances, of course, and the difference between the tuition rates.

Mr. Conte. In any case, it is going to come from the taxpayers.

Mrs. Heckler. If your committee is going to cooperate, that would solve the issue very quickly.

Mr. Helstoski. If I could just make a comment. We had a problem with the executive last year in terms of this adjusted compromise.

Mrs. HECKLER. I think we also have a problem with the legislative, which is in our own backyard.

Mr. CONTE. As I said at the end of my statement, I feel it isn't just raising GI benefits; there has got to be a whole package. When we were in Newark, N.J., the day after the President signed the GI bill, Mr. Helstoski sat on the Panel with me, and they were talking about "split jobs."

The split job concept is fantastic. They split, say, a post office job of 40 hours, 20–20. It is a great opportunity for a kid to go out and get 20 hours of work, and that is about all he can handle anyway with his studies.

Across the country we couldn't find one guy that could get a job under the split job. They just offered that, but they never put it in. Do you remember that day, Congressman Helstoski? We asked some veterans. They said, "We don't believe in it. We don't believe this will ever come about."

When we went to Cleveland we asked about the split job. When we went to Seattle we asked about the split job. We couldn't find a veteran that could find a split job available.

In regard to the psychiatric treatment, certainly we feel this should be a part of the package. I will let Bob talk on that.

Mr. PENN. On the split job concept, many veterans hoped to split a job on the Emergency Employment Act. At the time we were in Newark, which I think was October 25 last year, a freeze had been imposed on EEA across the country. It just so happened that veterans were written into that particular piece in EEA to be given preferential treatment at the local level.

In some isolated cases, this did happen. I think it was successful because it was a very minor job of $6,000 or $7,000. Two veterans could split the job. In fact, the job could be trying to inform and educate other veterans in school who were eligible to go to school about their rights under the GI bill benefits.

But then the freeze was imposed, which was kind of disastrous, and the freeze has been going on and off. In fact, the EEA program is somewhere in limbo. I am not really sure. At the local level it is probably a continuing resolution but they are talking about phasing this program out. That is certainly a big problem.

Mrs. HECKLER. Mr. Chairman, as a result of this I would like to ask that we direct an inquiry to the Administrator of the Veterans' Administration asking what the performance of the split job concept has been. I think it would be very nice to know. I was not aware of that particular thing.

I have one other question and that is on the subject of educational benefits. It seems to me that in attacking the issue of educational benefits that there is an area that should be explored in terms of the veterans of World War II.

In our state, as you well know, many of the industries are becoming obsolete. The shoe business has left and we have had a number of industries that did employ people at good salaries leave the State or simply go out of existence because of foreign competition.

I would like to see a program which would allow World War II veterans to receive some retraining in skills which would provide opportunities for jobs as well as provide a better benefit program for the

Vietnam veteran. I think there is an educational job to be done for many veterans today in terms of the job changes in the country. How would you feel about that?

Mr. CONTE. I think it makes a lot of sense. I think a lot of these people around my age—early fifties—are losing the jobs they have been on for maybe 25 years. They are very skilled and proficient in that particular job and now that particular industry or trade has left the State completely. They need a complete retraining program.

These people have a lot left in them and make very valuable citizens and taxpayers. I think your proposal makes a lot of sense.

Mrs. HECKLER. Thank you.

Mr. CONTE. Mr. Penn wanted to say something.

Mr. PENN. The second half of the question which deals with the Vietnam veterans. One of the problems we found as we traveled through the country is the Vietnam veteran is a highly trained and skilled individual but when he comes back he is faced with insensitivity by, let's say, the Civil Service system.

Vietnam was good in the sense that it was very fast. We have a lot of technology. People had an opportunity to have experience in this war that I think our predecessors didn't have in other wars.

When you come back the Civil Service system in many places will not recognize the training and the skill that has been developed while you were in the service. They don't transfer it.

Here is an individual that is already skilled, that can already do a job. In fact, he has done the job under some very trying circumstances. Then he runs into a roadblock when he comes back. This creates a great deal of frustration.

Mrs. HECKLER. I wasn't aware of that. Thank you, Mr. Chairman.

Mr. HELSTOSKI. Mr. Abdnor.

Mr. ABDNOR. Thank you, Mr. Chairman. I was late. I don't have any comments.

Mr. HELSTOSKI. Mr. Walsh.

Mr. WALSH. I would like to congratulate my colleague on a very wonderful statement, and also the National League of Cities and the State Conference of Mayors, organizations I was a member of for 8 years. I see they did their usual thorough job preparing a very comprehensive report.

In looking at the report, there isn't any doubt in my mind the young veteran that stood up in Cleveland and said he was not getting the same break his father got is absolutely right. As one who benefited from the GI bill I can ~~say that~~ because I have two sons that are Vietnam veterans and they are not getting the benefits we got. I think they should.

I was a little shocked, and I think the report bears out the contention beautifully, that only 10 of the States, according to your report, has taken any action or passed any legislation giving the veterans of the Vietnam war any benefits.

Is this typical of the apathy you see at the State capitals, the fact that only 10 of the 50 States have taken any action? There are bills introduced and only 10 of them have passed.

Mr. PENN. I would say it is not only typical in terms of State capitals and the legislatures, but it is typical of a general attitude and something I found when I came back. To be quite honest, when I came back I was quite proud of myself. I had been decorated. I had been wounded, and I remember all the things that generally go along with that.

I got shocked when I got off the airplane. I really had to sneak back into society, and the most painful was my friends, buddies that I want to school with. "What were you doing over there?" The sense of duty and honor of serving your country had no more relevance. The people were just completely turned off.

I think that is a prevailing attitude from top to bottom. This is what makes this war so different and this is what makes the Vietnam veteran so different. You are afraid, in some cases, to even say, "Yes, I served in Vietnam." You will notice the veterans of Korea are very proud of the fact that we won our war.

I don't know if there has been a victory in Vietnam, and the way you come back—you sneak back in at this port and that port, and you just kind of pop up. People don't even want to talk about their experiences because they really don't think people care. Sensitivity to the problem is certainly a prevailing factor.

Mr. WALSH. I hear many veterans tell me they couldn't wait to get their uniform off—they were ashamed of it because of the antiwar and antiveteran sentiment prevalent in the country at the time. There is no question in my mind, to use the vernacular, the Vietnam veteran has got a pretty bum deal from his country.

There was testimony presented yesterday that indicated a new concept of benefits, and that was, in many cases the veteran himself may not be able to take advantage of educational benefits. Why not make those benefits available to the spouse who could then take advantage of them? She, then, would be able to contribute in much the same way that he would to greater input into our economy.

It is certainly an appealing idea. I was wondering if you had any thoughts on it.

Mr. CONTE. We didn't explore that at all. It is a new concept. I would want to look into it. It might have some merit. However, I do think that if we raise these benefits to the Vietnam veteran where he can go to college, not under extreme pressure, and to a college of his choice, I think a lot of them will come out of the woodwork and go to college who haven't seized the opportunity up to now.

They feel it just isn't worth it right now. They will go out and take a job. They would rather go out and make a salary than go to college, but I think if you make it worth their while to go to school without a lot of pressure, they will take advantage of it.

As a GI coming back and going to Boston College, I had a football scholarship. I got banged up. I went to work. I had three or four jobs. If you start placing yourself in their position and ask why can't they do it, believe me, they have it a lot tougher because, as I mentioned in my remarks, you are talking about poor people in this country who fought the war in Vietnam.

They are the ones who couldn't go to college, and they are the ones who didn't have political pull to get away from the draft. They are the ones who need a tremendous amount of help. We saw a great program in New Jersey at Fort Dix. It was one of the few in the country, I think.

It was an outreach program. They were grabbing kids before they got discharged, giving them classwork, tutoring, et cetera. They had a tremendous record of GI's who had never graduated from high school who were getting their high school diploma and going on to college. It was just fantastic.

You really have got a special problem here. If you make it worth their while, you will see a lot of them going to college.

Mr. WALSH. Since you are representing the League of Cities and the U.S. Conference of Mayors, another thought occurred to me. They might want to consider recommending a program to their membership that would grant, say, a temporary tax abatement to veterans for 4 or 5 years, giving them a couple of hundred dollars off from their tax bill to encourage them to buy property.

This is something the Conference might want to consider.

Mr. PENN. I would just like to say that as we traveled to the three cities—I spent approximately 11 months since the time we were in Newark in October—one of the things that was common in all the hearings was the veterans were concerned. They wanted to know whether or not any action was going to take place.

They sat down and a lot of them opened up. They poured out testimony, a lot of personal kinds of things, and they were really concerned whether or not, after this—"Did you hear me and are you going to forget about it?"

In fact, it got to be very hot. I didn't envy Congressman Conte at ally, because many of the people wanted an immediate answer. They saw him as a representative of the system, and they wanted him to do something about their problems right away.

We continued to tell them that there was going to be a series of hearings. The legislative process is very sophisticated and complicated. It would be difficult to make a report and have it baseless.

The study has gone on for 11 months, and the prevailing attitude is—I can imagine a veteran saying, "If I was drafted and it was time for me to go to Vietnam on October 25, I would have approximately 1 month left out of a 1-year term, and then I would be back."

And we have just reached a point of bringing this report to the committee for action. That is an indication of the slowness that the veteran feels, primarily because of the fact you get to Vietnam pretty quick from the time you go in. I would just hope that from this point forward, some kind of action would be taken because these individuals are still waiting.

I would be remiss if I did not say that it has been a pleasure for me to be here, and also an honor to serve with Congressman Conte, who is doing this because of a very deep commitment and concern for veterans.

I would like to, in front of his colleagues, say thank you very much. I applaud your efforts.

Mr. CONTE. Thank you very much.

Mr. HELSTOSKI. Thank you, gentlemen.

We have as our next witness Mr. Jack Smith who is a codirector of the Vietnam Era Veterans National Resource Project of the National Council of Churches.

STATEMENT OF JACK SMITH, CODIRECTOR, VIETNAM ERA VETERANS NATIONAL RESOURCE PROJECT, NATIONAL COUNCIL OF THE CHURCHES OF CHRIST

Mr. SMITH. Thank you, Mr. Chairman and members of the committee.

I would like to thank this committee for the opportunity of acquainting you with a new project serving the Vietnam era veteran, and to share with you some of our findings about veterans and education.

I represent the Vietnam Veterans National Resource Project of the National Council of Churches. This new organization which has just begun operation was formed out of a conference held in St. Louis, Mo., in April 1973.

This conference brought together representatives of veterans' self-help projects from across the country, as well as help-care professionals and concerned clergy. A continuation committee which later became the board of directors was selected and formed the national resource project. The project is designed to perform four functions:

(1) As an information center and research initiator.

(2) To do funding development for the local self-help projects.

(3) To devise a national media campaign and serve as a contact point for the press.

(4) To facilitate training and organizing to enable the utilization of veteran resources and the expansion of existing programs.

The programs which the resource project serves range from multiservice centers such as the Seattle Veterans Action Center to educational programs like the PAVE—Pennsylvanians for the Advancement of Veterans Education, and VAULT—Veterans Accelerated Urban Learning for Teaching.

Also included are such organizations as the National Association of Concerned Veterans—NACV, the American Association of Community and Junior Colleges, Vets Project of the National Fraternity of Veterans and the Puerto Rican Forum.

The over 200 projects are dealing in the areas of education, drug abuse, counselling, jobs, vocational training, and housing, to name only a few. Designed not to duplicate the Veterans Administration programs, but rather to supplement their existing programs with innovative projects undertaken by the veterans themselves to deal with the special needs of the Vietnam veterans.

We would like to address specific areas of legislation being considered by the committee and then outline some of the problems implicit in our present program of educational benefits.

The national resource project supports the extension of the eligibility limit for the educational benefits under the GI bill from 8 to 14 years. Given the context of the financial limits of the veterans and the difficulties of readjustment after service, veterans often utilize their benefits over a longer period of time than the average student.

This is indicative of a more serious attitude on the part of the veterans toward their education since their service experience and age give them a broader perspective on its value. The fact that many veterans' educations are spread over a period of time indicates the necessity of their balancing their need to work and pursue other employment projects while continuing their education.

In addition, the veteran often postpones taking advantage of the GI bill until he feels himself properly motivated and sufficiently readjusted to utilize it successfully. Extension of the eligibility limits from 8 to 14 years, we feel, would significantly increase the number of veterans successfully utilizing the GI bill.

Since there are so many other factors militating against the veteran continuing his education, financial restriction should be minimized. While the Office of Education indicates that 61.8 percent of high school graduates attend college, only 25 percent of veterans do.

Since many veterans find the living stipend insufficient to meet his expenses, spiraling inflation is hurting him further. Therefore, we recommend an automatic cost-of-living increase to maintain his modest support.

We also recommend an increase in the period of entitlement from 36 to 48 months to enable the veteran to pursue a full program to include graduate training. This gives the man who served 48 months a full opportunity for his services.

In addition, since many men had previous training, we recommend the possibility of accelerated payments to allow those who wish only 2 years of a technical or graduate program to devote full time to it and not have to worry about supplementing his income.

We recommend that reservists and National Guardsmen called up for active duty during the war be allowed to add their initial training period to their entitlement.

We recommend that men with service-connected disabilities be eligible for vocational retraining.

We recommend that section 1788 of title 38 be amended to reduce the total of 30 class hours per week required for vocational training to not unduly discriminate against the veteran pursuing these programs.

The resource project, in addition, supports the allocation of $1,000-tuition stipends. While aware of the difficulites in the past of administering such a stipend, we feel that failure to initiate it results in far more serious hampering of veterans' ability to make use of educational benefits.

Since the veteran is most often financially independent, as opposed to the majority of students, the present living allowance of $220 a month in most cases fails to provide sufficient funds to meet living expenses and most often must be supplemented by veteran employment.

There is little money to defray tuition and book expenses. The result of this from an informal study done in Connecticut, results in a concentration of veterans at the lowest tuition institutions.

If we consider veteran enrollment at the various types of institutions ranging from community and junior colleges to State colleges, through State universities and private institutions which are at the highest end of the tuition spectrum, we find the student veteran population heavily skewed in favor of the low tuition community college and decreasing in veteran population over the range to the private institutions.

Given the serious tightening of funds at all institutions the veteran is thrown back on his own resources and consequently makes a decision as to his education on economic rather than scholastic needs.

A study by Yale University of the top range of expensive Ivy League schools for the purpose of determining its graduate's income gave evidence that its graduates and those of schools like it would expect an income in the top range of all graduates throughout the country.

It was also learned that graduates of these schools tended to have a heavy concentration in positions of power and influence and decision-making in the fields of government, finance, and industry.

This concentration decreases through the range of less expensive private schools to State colleges and community colleges. The conclusion is that the graduates of the most expensive institutions have a proportionately much larger income and more influential voice in the major fields of activity in this country.

Veterans, therefore, become doubly victimized. Since it was largely the middle class and graduates of the more prestigious schools that avoided service in this war, the bulk of the fighting force was made up of the poor and minorities.

Now those same veterans who, because of social circumstances, ended up in the service, are effectively denied access on economic grounds to those institutions whose graduates have a major effect on decision-making in this country.

Thus, we have told the veteran that since he was poor and powerless, he would assume the role of fighting in Vietnam and then when he returned he would be denied access to a real choice in his education.

Consequently, we propose tuition stipends of $1,000 and request consideration of a modification of the guaranteed student loan program to allow veterans to borrow up to $2,500 per year on a long term, income contingent loan.

This type of program has been initiated on a limited basis at many major private institutions. It would enable the borrower to attend the school of his choice and repay the amount borrowed not over the 10-year period immediately after graduation when the repayment is most difficult for him but rather to spread those payments at a fixed percentage of income over a period of 20 to 25 years.

While supporting these proposals and endorsing programs to meet the educational needs of veterans we feel that we and the committee must keep in mind certain factors that bear heavily on today's veterans.

First, we must recognize that there has been a heavy concentration on university education and this presents two difficulties. The first is that while we encourage veterans to obtain a college education, and in economic terms steering them toward community colleges and teachers colleges, we prepare veterans for careers for which there are few opportunities after graduating.

So, while we design programs which facilitate veterans' education, we must recognize our responsibility to open positions for them after graduation. To do less is to sell out the veteran and to fan fires of rage and resentment that he so often feels.

Second, we must cease to place such a heavy emphasis on college education which feeds the glut of graduates in the labor market and encourage in our educational programs vocational education that provides both relevant training and amplifies the dignity of technical training.

Our educational programs were designed to meet the needs of returning World War II and Korean veterans. Their success with those veterans has encouraged their utilization for this era of veterans.

However, while maintaining a focus on education we must recognize significant problems that this focus can create for today's veteran. Our concentration on educational programs tends to benefit the middle-class veteran who would have been motivated toward a college education before the service.

The high percentage of veterans utilizing the GI bill who had college experience prior to service bears this out. However, it was largely the disadvantaged minority veteran who served in large numbers during this war and whose needs are not met by our present programs.

For these veterans the more vital problems of survival preclude his utilizing such a program. His needs for housing and jobs, his difficulties with less-than-honorable discharges and drug abuse and his feeling of resentment at having been rejected and somewhat exploited have all weighed against his utilizing the educational programs designed for veterans of another era.

Not that those educational programs should now be abandoned but rather we should endeavor to meet the spectrum of needs of the veteran concentrating the necessary resources to enable the entire population of Vietnam era veterans to have a real choice in pursuing an educational program tailored to their needs and designed to enrich and improve their future.

Already in operation are such programs as the PAVE program in Pennsylvania, and the VAULT in St. Louis, which takes veterans directly from the service, draws on their innercity experience and then, after training them as teachers sends them back into the innercity where their male presence and experience are most needed.

A recent course was initiated by veterans at Quinnipiac College in New Haven in which the veterans examined their own personal reactions in readjustment to that experience. A study is underway on the west coast to develop a pilot program of veterans colleges within existing universities which could tailor their programs and resources to the specific needs of their veteran clients.

In addition, multiservice centers like the Seattle Veterans Action Center and therapeutic programs like Twice-Born Men in San Francisco, address that range of collateral difficulties impeding readjustment and utilization of the GI bill.

We propose that a task force on the Vietnam era veteran be formed to consolidate the wealth of expertise and knowledge available on the Vietnam veteran. This task force should include a large number of Vietnam veterans, and tap the resources of the community already mobilized to deal with the problem.

Vietnam veterans have taken the initiative in coping with their own readjustment and ask that they be charged with shaping the program that most affect them.

Our proposals have, of necessity, been brief and sketchy. The resource project has just begun operation, however, the programs we have outlined are in operation and veterans with particular skills can be available to share their expertise with this committee.

Thank you for your time and attention.

Mr. Helstoski. Thank you very much, Mr. Smith, for your testimony.

Mrs. Heckler.

Mrs. Heckler. I would also like to congratulate you on your statement. It shows a great deal of depth. I think you would consider a Member of Congress among the decisionmakers, but I would venture to guess that 75 percent of the Members of Congress did not go to those colleges.

I don't think necessarily that a particular college is the key as long as a good, certified, excellent educational opportunity is provided.

Nonetheless, your proposal is to provide a stipend of $1,000, is that right?

Mr. Smith. That is correct.

Mrs. Heckler. Which you could use at any college?

Mr. Smith. Correct. In addition to the stipend we would recommend the guaranteed student loan program be modified so the veteran could then borrow over a long-term period. The success of those programs with the larger colleges—the loss of repayment is due to the fact that they are all repayable immediately after graduation when graduates have the most difficulty in doing it—is due to the fact that their programs are tailored to spread the payments out over a longer period of time on a fixed percentage of income.

Mrs. Heckler. I think there is tremendous value in that proposal. Of course, at the same time, the present record of the student loan programs is that they are not being financed. The loans are simply not available in the banks throughout the country, so that the program is almost stalemated and has become a national disgrace.

However, should it get on course again, I think that your idea has tremendous merit. I also like the $1,000 stipend proposal because I think it does give freedom of choice to the individual.

I personally have so much respect for so many colleges today as I see them develop their curriculum, programs, and faculty. I think it is very bad to get into rut of having just a few colleges as acceptable institutions. Granted, they are excellent, but I feel it is a great mistake to underplay and perhaps underrespect the fine educational opportunities offered by many, many institutions.

I say that because in Massachusetts our public university is able to attract the very best faculty from some of the finest private colleges. I think you can get a very good education there as well as other programs. We don't disagree on that because you would allow them to choose any college.

Mr. Smith. We think the choice ought to be left up to the veterans. I don't think a great number of veterans are going to want to be going to Yale. When I came back I did attend Yale under the GI bill for a time and found in our survey there was less than 1 percent veterans at Yale, and the institution itself benefited from the fact that those veterans were there.

They had not had the kind of input they had after World War II. They welcomed it, whereas the State university, which I also attended in Connecticut, which is comparable to the University of Massachusetts, had over 12 percent of the student population which were veterans.

Many of the veterans would have attended other institutions had resources been available. At the other end of the scale, the community colleges end up with an even larger percentage, sometimes over 20 percent.

Again, people are attending those institutions on economic grounds when they would rather attend the State university. That is essentially the question we are addressing.

Mrs. HECKLER. I can see this. I think a veteran should have the opportunity to go to Yale or whatever college he chooses, and it should be possible for them, and the Government should provide adequate assistance at the same time, even in terms of the community colleges.

I see so many exciting things happening in certain community colleges that I think it is a great mistake to create a stereotype of the community college because that may be the case in one State but it may not be in another.

I think what we are trying to do is open doors so that veterans can get a good education and make it fiscally and financially possible.

I like the concept of the student loan idea with the stipend. I would like to congratulate you. I think it is a very thoughtful statement.

I have no further questions.

Mr. HELSTOSKI. Mr. Abdnor.

Mr. ABDNOR. Thank you, Mr. Chairman.

I just want to tell Mr. Smith I thought he gave a very excellent presentation. I was interested in the fact that 25 percent of the veterans go to college. I wondered if the present situation of a glut on the market of Ph. D.'s hasn't discouraged some of them.

I was glad to see you put a plug in for vocational type schools. I wonder sometimes if that isn't as much of a factor—having a good vocational school might be as big a factor as the money itself.

I realize that many have a burning desire to go on to higher education. This is good and should be encouraged. I think sometimes the general situation in the labor market today has probably discouraged some young men now out of the service, getting up in their middle and late twenties, with a family, wondering if it is really worth it all.

As one versus the other, certainly vocational education offers incentive at this time. I know we don't measure things like this in dollars. Still, on the other hand, it is a matter of dollars when legislation like this is passed.

Has your group ever evaluated what a program like yours costs, these additional things you call for on the part of the Federal Government? I realize some of this may be an obligation on the part of the State. Do you have any idea what these programs would call for in dollars?

Mr. SMITH. We haven't evaluated all the programs. For instance, the guaranteed student loan program essentially is a program that is already in operation and that isn't going to cost the Government any more money to have the veterans institute a different repayment schedule.

The tuition stipend is going to cost more. Again, we haven't worked out the figures on that. We are trying to negotiate a contract with a private foundation to do a survey of the impact of the $1,000 stipend and the guaranteed student loan program so we could present some facts on it. We are working with Yale on that because they have already got such a program in operation.

In addition, I would like to point out that there are two other factors; one is, in our concentration on higher education we have downplayed the dignity and respect of a vocational school, and that is another reason why people aren't going.

In addition, when we are talking about many of the veterans of Vietnam, there are collateral problems: their lack of housing, jobs, going back into the same environment they came out of before, the psychological problems Mrs. Heckler talked about; this is why we are asking for the collateral of things like the Vietnam era veterans psychiatric service bill so that programs already in operation—like we have a program in Los Angeles, San Francisco, and San Diego now, Twice-Born Man, that takes referrals from the Veterans' Administration of men who are psychologically troubled over the war, puts them through a program and assists them in getting educational benefits, so they address the entire range of problems.

That is one of the greatest difficulties in getting veterans to utilize the educational benefits and the other benefits available to them. It is only when we address the entire range of them that we can, in fact, get full participation and reach those veterans that are most neglected by our present programs.

Mr. HELSTOSKI. We will make your proposal of the Vietnam era veterans national resource project a part of the record at this point.

[The document referred to follows:]

A PROPOSAL OF THE VIETNAM ERA VETERAN NATIONAL RESOURCE PROJECT

Since August 5, 1964 (the official start of the Vietnam era) over six million Vietnam era veterans have returned. Homecoming has for many been a slow and painful process. The nature of the Vietnam war itself, the reaction of the nation to the war and its veterans, and his own socio-economic background are factors which impede the veteran's readjustment to civilian life.

Because of the nature of the draft law, a disproportionate number of nonwhite and economically disadvantaged men entered the armed forces. These men are now returning with the same problems they left behind, but often compounded by their experience in the military and the difficulty of coming home to a welcome of ambivalence and even distrust and rejection.

Twenty percent of all Vietnam era veterans return without a high school diploma. Of these only about fifteen percent have used the G.I. Bill to further their education and training. This means that over 1.5 million men who served their country are going to have a very difficult if not impossible time competing in the job market. Among all Vietnam era veterans, fewer are using the G.I. Bill than did their counterparts after World War II.

Though currently Vietnam era veterans unemployment is equal to unemployment for non-vets in the same age bracket, many veterans have and are facing the rejection of not being able to find a job. This is particularly true of younger and minority veterans. Two studies, one by Louis Harris and another by students at Southern Illinois University, indicate that employers, if they had a choice between a vet and a non-vet, would choose the non-vet.

A new problem facing today's veterans is the misuse of drugs. There are some estimates that 400,000 Vietnam era veterans are drug-dependent. Because of the newness of the problem and its large scope, many believe that the Veterans Administration and other federal agencies have been unable to deal adequately with it.

The drug problem is the tip of the iceberg of the emotional difficulties many of the men and women are experiencing. Shared by a number of veterans, these difficulties have been characterized as the "Post Vietnam Syndrome". Its characteristics include both a pride and rejection of one's role, guilt at one's survival while buddies died, intense rage at being duped and manipulated, an awareness of being numbed and brutalized by combat experience, alienation from one's feelings and from other people, and doubt about one's ability to love others and to accept affection. The conflicts that divided the country over the war deeply affect the veteran who suffers rejection as a visible reminder of a conflict most people would rather forget.

There are over 350,000 Vietnam era veterans who have received a less than honorable discharge from the armed forces. There are four types of less than honorable discharges—two of which are produced by a court martial and bar a veteran from most benefits. The other two result from an administrative decision by a commanding officer. All four can cause difficulties for those who have them in obtaining jobs, loans, credit ratings, and education.

The Veterans Administration, which has the chief federal government responsibility for veteran concerns, has often been hamperd by a lack of action on the part of Congress and the Executive Branch. In addition, the V.A.'s structure and regulations have also presented difficulties in devising effective methods of reaching Vietnam era veterans. The mistrust of government institutions by most veterans frustrates efforts by the V.A. to be of help.

Faced with these difficulties, veterans have undertaken the task of meeting some of those needs. Recognizing areas where existing programs were not effective, veterans from across the country have attempted to initiate new and innovative programs to respond to the education, employment, drug, emotional health and discharge problems of veterans. Self-help projects have sprung up involving veterans in multi-service centers, out-reach programs in education, discharge review and job training, peer group psycho-therapy, drug therapy communities. Tapping veteran resources for veterans' readjustment has proved strikingly effective and is providing models for other agencies to build upon.*

Though these projects have been able to help thousands of veterans, they all face difficulties. Most programs have had their budgets reduced by current federal cutbacks. Difficulties have been experienced in attempts to raise sufficient funds from local government or independent sources.

In addtion, since no national network of such projects exists, very little information, data on the situation of Vietnam era veterans, advice or technical assistance is able to flow from project to project. Few training opportunities or training models are available for project directors and their staffs. No planned systematic efforts have been developed to organize multi-service veterans projects in cities where such programs do not exist. The need has also been expressed for a nationally co-ordinated effort to educate the institutions and the people of America as to the situation of Vietnam era veterans and to indicate ways that they can be of assistance.

The National Council of Churches, which has for two years developed church resources for veterans projects throughout the nation, sponsored the National Planning Conference on the Emotional Needs of Vietnam Era Veterans in St. Louis, April 27 and 28, 1973. The conference participants included Vietnam era veterans, health care professionals, persons employed by the Veterans Administration, and persons from the religious community. A diverse group of veterans projects from across the country participated. The goals of the conference included providing an opportunity for information and technical assistance sharing among those veterans projects present, encouraging representatives from the health care, the V.A., and the religious communities to use their resources to support Vietnam era veterans projects, and to develop a vehicle for supporting in an on-going way Vietnam era veterans projects.

The conference agreed that the emotional needs of Vietnam era veterans cannot be met in a vacuum, but that responses to those needs had to be in the context of efforts to meet the employment, educational, and other needs of veterans. To create this vehicle of support for veterans projects, the conference elected a continuation committee. In selecting that committee, it was clear that the divisions that had existed between Vietnam era veterans groups had to end and a commitment was made to work together.

The continuation committee consists of twelve members—seven Vietnam era veterans, three health care professionals, and two from the religious community. The members are:

Mr. Harold Bryant—Black Vietnam era veteran, Director of the Veterans Services Center, East St. Louis, Illinois

Mr. Ernest Buentiempo—Chicago Vietnam era veteran. Director of Veterans Education Training Services, Los Angeles, California

Mr. James Credle—Black Vietnam era veteran, Director of Veterans Education and Training Services, Newark, New Jersey

Mr. Ben Guzman—Puerto Rican Vietnam era veteran, Director, G.I. Forum Project, Paterson, New Jersey

Mr. Jack McCloskey—Vietnam era veteran, Twice-Born Men, San Francisco, California

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*See attached directory of projects.

Mr. Larry Mobley—Black Vietnam era veteran, Director of Veterans Education and Training Services, Miami, Florida

Mr. Pat Reilly—Vietnam era veteran, staff member of the Seattle Veterans Action Center

Mr. Chester Adams—health care professional. Twice-Born Men, San Francisco, California

Ms. Florence Pincus—a psychologist in New York City

Dr. William Mitchell—Veterans Administration Hospital, Seattle, Washington

The Rev. Russell Claussen—Board of Youth Ministry, United Church of Christ

The Rev. Marcus Pera—Lutheran Church-Missouri Synod, campus pastor at Southern Illinois University.

On May 12 and 13, the continuation committee met and formed the Vietnam Era Veteran National Resources Project, constituting themselves as its steering committee. On July 14 and 15, the steering committee met and selected the first of two co-directors for the project, Jack Smith, a Vietnam era veteran from New Haven, Connecticut, who has been active in a number of veterans projects since 1970. The goal of the Vietnam Era Veteran National Resource Project is to encourage, support, resource, and enable the projects responding to the needs of Vietnam era veterans across the country.

The Vietnam Era Veteran National Resource Project will act in four areas of concern. They are listed here in order of priority.

I. *Information Gathering and Dissemination*

Recognizing:

A. That no national network exists for enabling the flow of information, advice, or technical assistance from project to project,

B. That no agency exists which can channel information from federal sources to local projects,

C. That no central agency exists where projects can request information, advice, and assistance, and

D. That very little coordination is done in gathering new data on the situation of Vietnam era veterans,

The Vietnam Era Veteran National Resource Project will:

1. Issue an updated directory of all Vietnam era veterans self-help groups throughout the nation.
2. Publish a bi-weekly newsletter of information and data helpful to Vietnam era veterans projects.
3. Develop a cross-index library of data and information helpful to Vietnam era veterans projects.
4. Be prepared to answer requests received by Vietnam era veterans self-help groups by providing either information on hand or by seeking information not currently available.
5. Encourage researchers to develop research projects dealing with the situation of Vietnam era veterans.
6. Share information through the travel of staff and members of the executive committee.

II. *Funding Development*

Recognizing:

A. The desperate needs for funds by most Vietnam era veterans projects,

B. The lack of information about existing funding agencies and institutions, and

C. The lack of experience in developing funds of many Vietnam era veterans projects,

The Vietnam Era Veteran National Resource Project will:

1. Develop possible funding agencies for veterans projects.
2. Provide a matchmaking service to Vietnam era veterans projects. This effort will include receiving proposals from Vietnam era veterans projects, offering advice and suggestions on the proposals, suggesting methods for requesting funds, and suggesting what agencies would be interested in funding.
3. Explore the possibility of including a component which might be able to write proposals for projects and make direct grants.

III. *Educating Others*

Recognizing:

A. That veterans have returned to a nation which greets them at best with ambivalence and at worst with rejection,

B. That there is a great deal of ignorance about the situation of the Vietnam era veteran,

C. That some very false stereotypes of Vietnam era veterans (of child killer and junkie) exist, and

D. That the Vietnam era veteran has a number of very important and unique things to teach America,

The Vietnam Era Veteran National Resource Project will:

1. Develop a national media strategy. This effort will include:
   a. developing programs for use by national and local media on the situation of Vietnam era veterans,
   b. distributing useful and effective programs produced by the media to Vietnam era veterans projects and others for their use,
   c. acting as a contact point for the media on the situation of the Vietnam era veterans, and
   d. encouraging and enabling local Vietnam era veterans to effectively use the media and media products.
2. Educating and ask for commitments from institutions and organizations which are able to help the Vietnam era veteran.
3. Develop a national speakers bureau on the situation of the Vietnam era veterans.

IV. *Organizing and Training*

Recognizing:

A. That very few training models exist for Vietnam era veterans projects.

B. That training facilities and trainers need to be made available to Vietnam era veterans projects, and

C. That few national efforts are being made to organize multi-service veterans programs in locations where they do not exist,

The Vietnam Era Veteran National Resource Project will:

1. Collect and develop training models for Vietnam era veterans projects.
2. Initiate training opportunities for Vietnam era veterans projects.
3. Organize multi-service Vietnam era veterans projects in locations where they currently do not exist.
4. Encourage single-service programs to expand to include responses to the other needs of the Vietnam era veterans.

STAFFING

There will be three staff members:

Co-Directors (2)—directly responsible to the Board of Directors, will be responsible for the program and administrative functions of the office.

Secretary—in addition to the secretarial tasks, he/she will share some administrative responsibilities.

STEERING COMMITTEE

The steering committee will direct the program and the administration of the National Resource Project. The steering committee is accountable to the National Planning Conference on the Emotional Needs of Vietnam Era Veterans. The nature, logistics, and extensiveness of that accountability have yet to be determined.

The Vietnam Era Veteran National Resource Project is an integral part of the Emergency Ministries Concerning the War of the National Council of Churches. The National Council of Churches is a non-profit organization incorporated under the laws of the State of New York.

A Sampling of Local Projects

Over 200 veteran self-help projects are part of the National Resource Project. A descriptive directory of all will be ready in the near future. A sampling of the projects representative of the veteran efforts are described below.

CAVE (Concern About Veteran Education)—begun in Pittsburgh, Pennsylvania and now extended throughout the state, Cave has co-ordinated efforts of high schools, vocational schools, community colleges as well as private and state universities to tailor programs to the needs of veterans, to allow veterans to initiate innovative programs for themselves, and to reach out in to communities to encourage the veterans to participate. Their efforts are largely directed at the disadvantaged veteran.

VAULT (Veteran Assistance for an Urban Lab for Teaching) This St. Louis program at a private college takes the urban minority veteran directly as he emerges from the military and builds an educational program designed to draw upon his urban and military experience and focus that for use in urban schools. The veteran emerges with a teaching skill directly applicable to the urban setting he came from, allowing him to make the transition and to serve his community while providing the much needed male image in the urban schools.

SEAVAC (Seattle Area Veteran Action Center)—recognizing that veterans problems could not be met in a vacuum, Seavac put together a multi-service center for veterans which deals with the whole spectrum of veteran needs from education, housing, jobs to counseling, drug rehabilitation and psychotherapy. Bringing together the institutions and agencies with services applicable to veterans, initiating new ones to fill the gaps, and then reaching out to deliver these to the veteran, SEAVAC has provided a model for mobilizing an entire community to address its minority veteran needs.

Denver Drug Therapeutic Community—isolating the different drug patterns and attitudes among veterans that made other drug programs ineffective in dealing with vets, these ex-addicts formed a community which is formed entirely of Vietnam veterans and taps veteran energies to deal with the several problems that lie behind veteran drug abuse.

New York City Rap Groups—begun in New York in 1970 brought a new concept to veterans alienated and isolated after their return from Vietnam. Professional psychologists and psychiatrists came together with veterans in a peer group setting where much of the traditional client-professional relationship was abolished. The expertise of the professionals was retained but not the roles. The anger, rage and frustration of the veterans was dealt with in new ways that recognized the validity of those feelings, allowed them expression in political and social terms and then dealt with ways in which the attitudes were inappropriately colored or used to the disadvantage rather than advantage of the veteran and his society. Results of the first three years are contained in a new book by Dr. Robert Jay Lifton of Yale University entitled "Home From The War".

"Twice Born Men"—taking the model of the New York groups, veterans in San Francisco formed a more formal program of two months duration employing several new techniques with more seriously disturbed veterans. The program involved rap groups in San Francisco as well as time spent working on a farm in Northern California. Veterans were employed as para-professionals and the program has begun taking referrals from mental-health centers and from the Veterans Administration hospital of patients that they cannot handle or are not equipped to deal with.

National Fraternity of Veterans—This New Haven based veterans have begun a program specifically for Third World veterans. They concentrate on the problem of bad discharges and on housing and jobs. Their success has been with creating business opportunities for veterans rather than make work jobs.

Mr. HELSTOSKI. Our last witness for the morning is Mr. Carlos Alvarez, national director of Veterans' and Military Affairs of the National Puerto Rican Forum and also representing the National Congress of Puerto Rican Veterans.

STATEMENT OF CARLOS ALVAREZ, NATIONAL DIRECTOR, VETERANS' AND MILITARY AFFAIRS, NATIONAL PUERTO RICAN FORUM, AND NATIONAL CONGRESS OF PUERTO RICAN VETERANS, ACCOMPANIED BY ANGEL ALMEDINA, DIRECTOR OF OPERATIONS, NATIONAL ASSOCIATION OF PUERTO RICAN CIVIL RIGHTS, AND EDDIE CRUZ VELEZ, DIRECTOR, NATIONAL CONGRESS OF PUERTO RICAN VETERANS

Mr. ALVAREZ. Thank you, Mr. Chairman.

My name is Carlos Alvarez. I am director of the Veterans' and Military Affairs of the National Puerto Rican Forum and I am also a founder of the National Congress of Puerto Rican Veterans.

For the record, I have two gentlemen with me today, Mr. Angel Almedina, who is director of operations of the National Association of Puerto Rican Civil Rights, and Mr. Eddie Cruz Velez, director of the National Congress of Puerto Rican Veterans.

I would like to thank you very much for inviting us to appear before this prominent committee. I would like to have Mr. Almedina read our statement for the record. I will stay on for questions.

Mr. ALMEDINA. Mr. Chairman, I am Angel Almedina, Washington representative for the National Association of Puerto Rican Civil Rights and chairman of the Veterans' Affairs Committee. I am also a member of the National Congress of Puerto Rican Veterans, and I am a director of the National Puerto Rican Forum's Veteran Opportunity Center for the Maryland-Virginia-District of Columbia area.

I am, in addition, a member of the National Association of Concerned Veterans, which has previously testified before your subcommittee, and whose goals and efforts we support. I have a prepared statement which I wish to read. It will probably be the only opportunity for a young Puerto Rican Vietnam veteran to testify before you. I hope you will bear with me.

Mr. Chairman and members of the subcommittee, we are honored to be here today to testify on behalf of the National Association for Puerto Rican Civil Rights, the National Congress of Puerto Rican Veterans, and the National Puerto Rican Forum, which constitute three of the largest organizations in the Puerto Rican communities of the Nation.

We want to thank you and your Committee for your many past and present efforts on behalf of veterans in general, and Vietnam era veteran in particular.

Our community's primary concern here today is for the younger generation of veterans who served in Vietnam or during the Vietnam war period. In particular, we wish to reflect some of the concerns of the many young Puerto Ricans who served during this period.

We do, however, wish to note that many Puerto Ricans who served this Nation during previous eras continue to face many and serious problems in making a decent living, in finding good jobs, housing, health care, and other needed assistance and services.

Most of us Puerto Ricans are poor, or live on the threshholds of poverty. Many of our young men, perhaps the overwhelming majority, are the sons of veterans from previous eras. Most of the older generation of Puerto Rican veterans did not, or were not able to avail themselves of the World War II GI bill of rights for reasons not unlike those facing the younger generation of veterans.

Just as the older generation, who loyally served this Nation in time of war, but were neglected in their readjustment, in terms of services and benefits, so also the danger exists that history will repeat itself, and that the new generation of veterans will be equally neglected.

Earlier this year, the commander of the Veterans of Foreign Wars, Mr. Patrick E. Carr stated that "it is an historical fact that the contribution made by those who wore the uniform in time of war are soon forgotten in the aftermath." It is also a fact that the veterans from the lower income backgrounds, who most often served in the infantry and combat-type units, are the quickest to be forgotten by the society and the Government whom they served.

To be sure, the Federal Government has instituted a number of programs and services for veterans. In the case of the Spanish-speaking veterans, the Federal Government, for the first time, funded service programs, one for the Chicanos through the GI Forum, and one for Puerto Ricans through the Puerto Rican Forum and the New Jersey Congress of Puerto Ricans.

These two thrusts came very late in the battle for readjustment, however, and were funded late last year. It is, nevertheless, a step in the right direction. Fortunately, the Department of Labor, which has provided us with the funds, has been cooperatnig, and through their encouragement and the encouragement of Vietnam veterans the projects are well underway.

The Puerto Rican Forum is now providing services to veterans in 10 cities in the Northeast, and the New Jersey Congress is working at several sites in its State. These programs constitute the Nation's first effort to reach out to the veterans of the Nation's second largest minority group. Although there is much debate on the actual number of Hispanic Americans, there are more than 11 million of us in the country.

Because of the absence of adequate racial-ethnic data which would adequately reflect the number of veterans or Vietnam era veterans who are Puerto Rican, we have, of course, no meaningful way of determining how many of us served in the Armed Forces of the United States.

Until recently, the Puerto Rican was classified under three categories: white, black, and other. Chicanos, Puerto Ricans, and other Latinos simply did not exist. Neither the Veterans' Administration nor any other Federal agency have the kind of data system that could assist in facilitating regular contact with veterans from the various backgrounds, and thereby assist in the planning or development of service programs.

For example, the Washington Area Veterans Opportunity Center of the Puerto Rican Forum has received a list of current Vietnam veteran addresses. Subsequent to sending out several thousand letters to individuals with Spanish surnames taken from the list, the majority of the letters were returned with the addressee unknown type stamp.

As an important sidelight to this matter, the list did provide us with an indication of the number of service-connected disabilities. This is very important to us in view of the high rate of infantrymen among the Spanish speaking.

We hope that in the near future we will be able to make some sound estimates in the area. We do want to note, however, that many Puerto Ricans are not Spanish surnamed. Many of us have French and English names, as well as Dutch names. The term "Spanish surname" does not necessarily reflect either Hispanic-Americans or Spanish-speaking Americans.

Most young Puerto Ricans, like chicanos and black people, come from the lower-income backgrounds. Most young people from the poor or lower middle-income backgrounds were subject to the draft.

They did not have the money to be in college, or they did not have the deferment-type jobs. The fact that the average age of Puerto Ricans is less than 20 would indicate that a larger number of our young entered the Armed Forces of the United States. There is good reason to believe that most draft-eligible Puerto Ricans of the past 10 years did, in fact, serve this country.

We would like to note emphatically that most of our young served honorably and did their work efficiently, in spite of many discouraging and often humiliating conditions imposed on us as members of a small minority group.

Only a small number were discharged under other than honorable conditions, and even fewer are dishonorable discharges. Many of the latter were undoubtedly caught in the tragic net of a discriminatory environment and the other circumstances that makes life so often unbearable to a young man who comes from a racial minority group, has different aspirations and hopes, and grew up in a different lifestyle and culture.

It is our hope that sometime in the near future Congress will have the compassion to thoroughly review this issue and initiate the appropriate and necessary redress for these veterans, whatever their background.

Most of the "other than honorables" have done nothing more than commit a misdemeanor-type offense, which should not be subject to lifelong penalties in terms of getting a job.

Many of our young veterans returned to civilian life with high hopes and great expectations. Their experiences in the military provided them with a new perspective of the "home front." Many of them had for the first time, been outside of the barrio."

Military life, in spite of all its connotations, gave many of our young men a taste and a hope for the better life. The conditions at home, however, had gone for the worse. Prices, always high in the barrios, have skyrocketed in the past few years, especially food and rent prices.

Jobs are scarce and have been so for several years. Good jobs are few. Training and educational programs cost dearly. Supplementary services for the Spanish speaking are very limited.

A number of job areas are virtually closed to us. In many cases, the only thing that our young veterans get is the minimum wage, which is woefully inadequate for most urban areas. In short, the economic squeeze of the past few years has hit Puerto Ricans very hard.

Unemployment among Puerto Ricans is considerably higher than that of the Nation. Puerto Rican communities, who are, by tradition, most susceptible to labor market fluctuations, have been hit very hard.

Our veterans came home at a very unfortunate economic juncture. They are too old to participate in many of the existing education and manpower programs sponsored by Federal and State agencies.

And, they acquired no skills that are readily transferable into civilian-type skills. Where are they? Many are on the streets, some are addicts, others are alcoholics, still others are alienated, disappointed, frustrated.

They were not reached by the Veterans' Administration, nor by any other agency. Many aspirations and hopes were destroyed. The unpopularity of the war in Vietnam did not help them. Only very recently has there begun an attitudinal change toward the Vietnam-era veteran.

This change is long overdue. In short, and leaving aside many of the incredible events of the past years, the Vietnam veterans have had a harsh and difficult time. The Puerto Rican veterans have had to face these and other problems besetting them as veterans and as Puerto Ricans. There is a massive problem.

The question that we all wish to address ourselves to is this: How can we assist in both capturing and capitalizing upon the talents of our veterans, especially our young men? The Nation's answer to veterans' needs has been the GI bill.

The latter was created to facilitate readjustment and open opportunities. A review of the condition of Spanish-speaking veterans, however, or of Vietnam veterans in general indicates that the GI bill has been less effective than the World War II GI bill.

Fewer veterans are availing themselves of the benefits offered. The level of participation in college education is extremely low, when compared to the rate of participation by nonveteran high school graduates. And, it is low when we compare it to the premium placed on education, higher education to get a good job.

There are, no doubt, some who would say that "apparently these veterans are satisfied with the jobs they have." There are others who might claim that "these young men simply can't qualify." And then there are some who believe that "those vets are getting too much."

We can only say that few are satisfied with the prospects of a permanent minimum wage-type situation; that everyone should have the opportunity to gain a post-secondary education; and that the Vietnam veteran is being offered even less than the World War II veteran.

The issue is primarily one of economics. Most of our veterans do not have the money to make it on the GI bill. The GI bill, as it is presently constituted, is not an incentive for most of our veterans.

It is not enough for covering the costs of living and education. It is not enough for an adult to live on. How can we expect a veteran to get an education and live on the GI bill when the benefits offered are substantially less than the poverty levels, than the national standards of poverty.

The only thing that a veteran can do with the present GI bill is to get a job and forget about an education. If he takes a part-time job, then he may sacrifice his academic standing.

The Vietnam war GI bill is not doing its job. It aids only those veterans who can get money from elsewhere. It helps those veterans who are from the better income backgrounds. But, it is not an incentive. It is an investment in a person who already has some money.

Any other veterans who seek to make it on the GI bill have to eke out a living, run into debts, are constantly worried about making ends meet. Such prospects, if anything, will drive many a young man away from a college education.

It is our sincere hope that the committee will come to grips with the needs of our veterans. Such needs should not be arbitrarily defined or set aside because of the present economic condition of the Nation.

Surely, if we can give consideration to many new billions of dollars to State and local governments—under general revenue sharing—to transportation, water pollution control, and other items, then this Nation can also begin to look at new initiatives for investing more money in our young veterans?

After all, if we can think in terms of billions of dollars for a subway in Washington, D.C. and for sewage waste disposal, we can also think about giving the majority of Vietnam-era veterans a better chance to get an education. This kind of capital improvement program will lead to better employment, more taxes in the future, and other social benefits.

At least some good will come of it. Unlike the subways, there will be no cost-overrun. As for sewage disposal, we all know that our ghettos and barrios will still have their garbage removed later than in other communities.

We hope you understand that we are not trying to be provocative in the ordinary sense. We just very firmly hold that increased investment in human resources plays a very vital role in the building of our society.

Investment in Puerto Rican veterans will be of enormous value to our communities who need skilled and educated men and women. An investment in veterans will greatly assist in our communities' development. The present level of benefits under the GI bill is nothing less than an impoundment of opportunities for our veterans and for our communities.

What kind of specific actions do we three national Puerto Rican organizations suggest to Congress as a way of remedying the present disadvantages of the GI Bill of Rights? Our primary concern at this stage is in the area of education.

Our recommendations do not significantly differ from those of the established veterans organizations and educational associations who have already testified before this subcommittee. We do not wish to briefly note some of our thoughts on this matter.

Educational costs. The direct payment of tuition to schools was a provision under the original GI bill. During the 1940's, this meant that the offered $500 covered the cost of education at most public and private institutions of higher education.

Because of racial and other related circumstances, as well as limited secondary education opportunities for the Spanish-speaking, most Puerto Ricans could not avail themselves of the "opportunity".

Our young veterans are in a better position with regard to the above circumstances, although there are still major and significant problems. Today, however, the tuition payment system is absent, although educational costs have gone up higher than many other costs since the late 1940's.

Last year, the Association of American Colleges, represented by Mr. Howard Holcomb, testified to the House and Senate Veterans' Affairs Committees that the average increase was above 300 percent since the post-World War II period.

A tuition payment system is needed, and consideration needs to be given to offering up to $1,500 to the veteran for covering educational costs. This may sound like much more, yet it would be equitable. Further, in the majority of instances, the amount needed for educational costs would be considerably less per year.

Cost-of-living. The present level of subststence benefits are clearly inadequate if they are meant to cover both living and the educational costs. Supplemented by a tuition payment system, the GI bill would be a good basis.

We did, however, not that the present level is below the various national standards of poverty. We thus hold that there should be a fair increase in the monthly subsistence allowance in line with such levels.

Making available to the veteran $75 a week, or $300 a month, would cover basic living expenses; $300 should be the base level for a single veteran. Again, considering the fact that an individual may pay $125 to $175 a month for rent alone, the increase is not an extaordinary one. It would leave him with $125 to $175 for food, transportation, and other basics.

This subsistence allowance should be annually upgraded to keep in line with the rise in food and other costs. An automatic cost-of-living increase, based on the consumer price index, for example, should be instituted annually, prior to the beginning of the academic year.

Extension of time limitation. The present GI bill contains provisions that limit eligibility to within 8 years of release from active duty. Many of our veterans from the early period of the Vietnam war will no longer be eligible for any educational benefits.

These veterans were, of course, the very people who received no counseling, advice, or other readjustment assistance. Moreover, until very recent years, the GI bill level of benefits was extremely low. Initially it was $100, and in 1970 it was $175, simply too low to get into an institution for most of our veterans.

In the original meaning of the term there was no "readjustment program" in the early and mid-sixties. Our veterans were not even contacted or counseled by the Veterans' Administration.

Many of our veterans can only pursue their educational program on a less than half-time basis, mostly because of family considerations; others will need to get a GED or other educational refresher program before they will be able to enter college or a technical institution.

It is for such reasons that the delimiting period to complete educa- from the date of separation or discharge from active duty.

Extension of entitlement. The present GI bill limits the months of entitlement to a maximum of 36 months. For various reasons, an extension of this entitlement would be of value. Many of our veterans enter a program of education, only to find that there are no career opportunities in that field, and that they need to change their major.

Others transfer from the community colleges and in the process find that they need to pick up additional courses before they can get their degree. Still others find that they are in a field of specialty where they need additional courses in order to enter a desired career.

In each of these cases, a semester may be needed to carry out a desirable goal. In some cases, an individual may need to take two semesters. Others have pointed out that with the increased emphasis on graduate education, a person interested in acquiring a decent career, for example, in education or counseling, or some technical field, will need additional time.

Reduced funds for graduate education compounds the problems of many veterans. It is for such reasons that we suggest serious consideration be given to adding 12 months to the present entitlement.

Disabled veterans and vocational rehabilitation. The World War II and Korean war GI bills provided for vocational rehabilitation benefits to veterans who had a disability as a result of, or whose disability was significantly aggravated by military service.

The criteria then was one based on need for vocational rehabilitation to overcome a handicap in order to acquire a decent job. There appears to be a difference between what disabled Vietnam era veterans receive under vocational rehabilitation and what the Korean and World War II era veterans receive.

Vietnam veterans receive less. We sincerely hope that the committee will review this matter and take appropriate corrective action to insure that disabled Vietnam veterans receive the same consideration as the disabled veterans of the previous wars had received.

On-the-job training. The OJT allowance presently offered to a veteran is geared to act as an incentive to the individual veteran to undertake training by supplementing his income during the period of training. The income derived from such training programs, such as the apprenticeship programs, are very often below that which a person might get for a regular job, even though that job might last not as long and have no upward mobility opportunities.

The OJT program could also act as an incentive to employers to hire veterans. The Veterans' Administration and others strongly supported an increase in the OJT allowance last year and has sought to contact employers for more than 100,000 positions in this area.

We suggest that serious consideration be given to increasing the level of the OJT allowance by a substantial amount. We also hope that the committee will support or encourage efforts to create bilingual education programs to accompany the OJT thrust in areas with communities of limited English-speaking ability.

The mere existence of OJT opportunities will be of little help to the Spanish-speaking veteran if he is not fully conversant in English, or has limited English writing skills.

The above recommendations or suggestions constitute some of our concerns. As we noted before, they do not diverge greatly from those of other organizations that have addressed this committee before us.

The only exception perhaps is the last recommendation dealing with OJT. Our basic philosophy is that the Vietnam era veteran should be offered the widest range of opportunities, real opportunities and not half-way measures.

The World War II veterans were offered more. The Vietnam veteran should be offered even more than the older generation. The sons of the older generation, especially in our poorer communities, should have something better to look toward than is presently the case. We ask: Is this too much to ask for the Vietnam era veteran, the veteran of the most unpopular war in the history of the United States?

We thank you for receiving the views of the three national Puerto Rican organizations.

Mr. HELSTOSKI. Thank you very much, Mr. Almedina, for this presentation, along with Mr. Alvarez and Mr. Velez. We appreciate your appearance before the committee this morning. I think it is generally true that the Puerto Rican veteran probably suffers as a consequence of situations and conditions you associate with unemployment.

Would you say, with the improvement, generally speaking, of some of the entitlements associated with the educational program that that would also improve the lot of the Puerto Rican veteran?

man, if you take all the people who spoke before us and you take the
Mr. ALMEDINA. To a certain extent, yes, sir. Actually, Mr. Chair-
problems we have and multiply it a hundredfold, you could get an idea.

Again, the Federal agencies are making headway in certain areas, especially in the educational field for our people, but at this point we feel it is still inadequate.

Mr. HELSTOSKI. Outside of the Veterans' Administration, is there anything being done within the Puerto Rican community itself to reach the Puerto Rican veteran and show him he ought to avail himself of such programs as are available in the areas of the educational and training programs?

Mr. ALMEDINA. Yes. As a matter of fact, the Puerto Rican forum has 10 offices throughout the northeast section of the country which are geared toward the Puerto Rican or Spanish-surnamed veterans throughout the barrios. We are located in almost every area where we have a large influx of Puerto Ricans within that area, especially in New York, Boston, and places like that.

Mr. HELSTOSKI. I am somewhat familiar with the one in New Jersey. It was called to my attention by Hector Rodriguez and Mr. John Gotsche. You are to be congratulated for that effort.

I have no further questions. I wish to thank you for your testimony and appearance here.

Do you have something further to add, Mr. Alvarez?

Mr. ALVAREZ. Yes. Referring to the problems of the language barrier, it is that most of the Puerto Rican veterans in the States right now have joined the Armed Forces in Puerto Rico, like I did and like Mr. Velez did.

We are a sample of the language type of problems that we have. The Armed Forces recruit Puerto Ricans in Puerto Rico, over a thousand every month. About 80 percent of the Puerto Ricans go into the Armed Forces on a volunteer basis, looking for benefits or betterment for their life.

When they come out of the Armed Forces after 2, 3, or 4 years, they go back to Puerto Rico, say hello to their parents and pack up again and wind up in the barrios on the eastern seaboard of the United States or the Midwest.

That really creates the problem that still exists. I think that your committee would be very interested to look into this matter jointly, I would say, with the Department of Defense.

It is a very hard problem. I would suggest that for your further inquiry.

Mr. HELSTOSKI. Yes, for additional consideration. I see another disadvantage Puerto Ricans have because of the language barrier. You mentioned that many of the veterans came out of Puerto Rico and much of the entitlement was used in simply getting a basic understanding and overcoming the language barrier before he begins any educational program in the United States.

I wish to thank you gentlemen for your appearance and testimony.

The American Veterans Committee had been scheduled to testify today, but were unable to appear. They have requested their statement be included in the record. Without objection, the statement will be made part of the record at this point.

[The document referred to follows:]

STATEMENT OF THE AMERICAN VETERANS COMMITTEE

The American Veterans Committee is committed to the enactment of legislation to provide readjustment assistance to the returning Vietnam veterans. Consistent with AVC's philosophy—"citizens first, veterans second"—AVC believes the nation has an obligation to assist the citizen soldier take his place in the civilian society from whence he came. To this end, we have supported the concept of the GI Bill modeled after the World War II GI Bill—for the Korean veterans and the Vietnam era veterans. We testified before Congressional Committees urging a Vietnam era GI Bill at parity with the World War II GI Bill.

Alarmed by the Report of the President's Committee on the Vietnam Veteran (1969) that there was low utilization of the Vietnam GI Bill by the Vietnam veterans, and those that needed it most—those with educational deficiencies—were using it least, AVC sought to bring attention to the educational problems of the Vietnam veterans by convening a National Conference in May 1972 on "Education and Returning Vietnam Veterans". The Conference brought together educators, state, city and federal agency officials, representatives of public interest groups, and Vietnam veterans to explore the problems and present suggestions for legislative and administrative actions. After two intensive days of discussions, the Conference drew some conclusions:

1. First, financial benefits of the GI Bill should be brought to parity with those of World War II. This would alleviate some pressures on the student-veterans and give them a wider choice of educational institutions to choose from. Furthermore, educational institutions should be encouraged to change their billing practices to conform to the monthly receipt of checks from the Veterans Administration by the veterans. As a corollary to reducing financial stress, a system of advance payments should be instituted and then carefully administered by the Veterans Administration so that the veterans can meet the initial tuition and other school fees a the beginning of the semester. It was also urged that other Veterans Administration programs, i.e. compensation, adopt the advance payment system.

2. Secondly, the present tutorial system should be made more effective, so that the veterans can receive help early enough to accomplish the purposes for which it was designed. At the present time, a veteran almost has to flunk before getting tutorial assistance; by that time, ti is usually too late.

3. Thirdly, the special problems of minority veterans were emphasized, and special efforts and programs were urged to help meet them. New and innovative approaches by educational institutions to meet the needs of this group are essential. It was pointed out that the Office of Education was reviewing standards to be applied for recognition of accrediting agencies; and it was urged that the Office of Education review and revise its criteria to reward innovation, rather than discourage it.

Since many disadvantaged veterans suffer educational deficiencies (many do not even have high school diplomas or equivalencies (GED's)), ways and means of catching up must be found. It was noted that these men are unwilling to return to a high school building even in the evening; an alternative setting is required. Furthermore, it was urged that the veterans' entitlement under the GI Bill should not be affected by any preparatory programs.

4. To increase participation in the GI Bill, it was suggested that the present eight-year limitation to using the GI Bill be extended.

5. An equity in the present GI Bill was severely criticized: the students pursuing vocational or technical postsecondary education are not on an equal footing with those enrolled in institutions of so-called higher learning: vocational students have a 25-hour requirement, instead of the 12-credit-hour requirement for full-time college work; they are limited to making only one change in the educational objective; they are forbidden to take elective courses which are not immediately germane to their occupational goals. These provisions have narrowed the options of vocational students and relegated them to a second-class status. Since a significant proportion of the veterans are engaged in vocational or career education, it is incumbent that equal treatment be given for all kinds of educational objectives.

6. Outreach services were pinpointed as a crucial need of the veterans. These services would disseminate information about benefits, programs and opportunities through materials in the veterans' language, and address themselves

to his interests and life styles. Such a program would encourage veterans to utilize their benefits—educational, disability, home loan, etc.—and direct him to other sources of advice and support. Such services run by the Veterans Administration and other government agencies or by private-sector agencies should use Vietnam veterans so that the veterans can relate to those seeking to serve him. The veterans have emphasized that they wish to help themselves—they want to be a part of the delivery of services, as well as being involved in the planning and development of programs meant for them.

7. Counselling was cited as a major component of an outreach program—both before separation from military service, and when he is a veteran. Counselling should include techniques and methods which will help the veteran appraise his own potential, capabilities, and interests, so that he can make realistic and appropriate choices of career and educational directions. Up-to-date information on job and professional opportunities with projections into future employment should be made available and interpreted realistically to the veteran. Highly professional counsellors should be assisted by Vietnam veterans as paraprofessional assisting counsellors.

To further assist veterans in taking advantage of their educational benefits under the GI Bill, other steps were asked. State Boards of Education should set up a State Veterans Department which would represent the needs of veterans in the state in regard to admissions policies, accreditation of learnings, changes in curricula, etc.

8. The schools also have a major responsibility to initiate-ways and means of assisting the veterans use of their educational benefits successfully. It was suggested that 15 credits be given across the board for military experiences. Furthermore, serious consideration should be given to relating the skills and learnings of military service to civilian schooling and setting up-to-date ways of evaluating them for credit. There should be more consultation and interaction between the Department of Defense and the colleges and universities, so that there can be correlation of both military and civilian learning experiences.

9. Another way colleges and other educational institutions can assist student-veterans is to develop new sources of financial assistance for the veterans—grants, loans, work programs. It was urged that one person in the school administration be responsible for dealing with veterans, and to be involved in seeking out financial aids. The suggestion was made for an integrated packet system which would provide continuing and related processes from training in the military to separation, and would include counselling in and out of the military, and reintegration into educational institutions. A real challenge exists both for the educational institutions and for the Department of Defense to develop new programs and curricula aimed at facilitating their transition and reentry into civilian life.

10. The interpretation of benefits which veterans with other-than-honorable discharges are entitled to was considered a neglected area. The Veterans Administration was urged to consider giving disability benefits to veterans who are in need of drug rehabilitation programs.

We are pleased that some of these recommendations were incorporated in the legislation enacted into law last October as an amended Vietnam-era GI Bill of Rights.

But we note that the legislation did not equalize the educational benefits of this GI Bill with the World War II model. Only last week, the Report done by the Educational Testing Service at the behest of the VA, authorized by the 1972 legislation, conclusively indicated that the Vietnam GI Bill was shortchanging the Vietnam veterans. The study, reported by the press on September 4, concluded "that the World War II GI Bill provided greater educational benefits for returning war veterans than does current legislation."

AVC held its annual convention this past June and passed the following resolution which we would like to call to the attention of the Committee:

RESOLUTION ON VETERANS BENEFITS AMENDMENTS

AVC favors the following amendments to Veterans Benefit legislation:

(1) An increase in education benefits to parity, in terms of 1972 cost-of-living and cost-of-education dollars, with the benefits given World War II veterans;

(2) Permanent legislation providing for automatic cost-of-living and cost-of-education adjustments, with a formula similar to that which adjusts military and civil service retirement pay;

(3) Strengthening the PREP program, and overcoming the particular hurdles faced by servicemen's participation therein;

(4) Making it possible for veterans to attend college-preparatory or remedial programs without reducing the duration of their entitlement, and without requiring 25 clock hours a week.

(5) Initiating a VA work-study program which would allow veterans to be hired at prevailing wages;

(6) Tightening standards for approval of correspondence schools, including requiring equitable tuition refund policies;

(7) Reducing clock-hour requirements for attendance at nonprofit community and vocational schools;

(8) Making MSLI Trust Funds available as a revolving fund to finance veterans educational loans;

(9) Expanding outreach programs on a contract basis, with adequate safeguards against boondoggles.

There are many bills before this Subcommittee. We support in principle those bills that will bring the present Vietnam-era GI Bill closer to parity with the World War II GI Bill, such as H.R. 7560, introduced by Congressman Koch. We urge this Subcommittee to act positively to insure adequate educational benefits—equal to those given World War II veterans—be legislated for the Vietnam-era veterans.

Mr. HELSTOSKI. The subcommittee will now hear Mr. Charles N. Collatos, Commissioner, the State of Massachusetts. Mr. Collatos, you may proceed.

STATEMENT OF CHARLES N. COLLATOS, COMMISSIONER, STATE OF MASSACHUSETTS

Mr. COLLATOS. Mr. Chairman, comprehensive legislation to improve the GI Bill for Vietnam era veterans that is being undertaken by your distinguished subcommittee is indeed commendable and a genuine ray of hope for Vietnam veterans who are seeking training and educational assistance to further their education and either acquire new training skills or improve what limited skills they now have.

As Commissioner of Veterans for the Commonwealth of Massachusetts, I know from first hand and personal knowledge that the Vietnam veteran does not have the same opportunity for educational and training assistance that their fellow veterans of World War II and the Korean conflict have received.

It is important that better training and job possibilities be available for these veterans.

All I am suggesting is that one who served his country, interrupted his schooling, his way of life, should be given every opportunity to start or continue their education to enable them to enter into the mainstream of American life.

Thank you, Mr. Chairman.

Mr. HELSTOSKI. Thank you, Mr. Collatos. The subcommittee is in receipt of statements from Hon. Spark M. Matsunaga, the Honorable P. S. du Pont, the Honorable Sam Gibbons, and the Honorable John N. Erlenborn. Without objection, their statements will be placed in the record at this point as though read.

[The statements follow:]

STATEMENT BY HON. SPARK M. MATSUNAGA, MEMBER OF CONGRESS FROM THE STATE OF HAWAII, IN SUPPORT OF H.R. 3048, LEGISLATION TO PERMIT CERTAIN ACTIVE DUTY TO BE COUNTED FOR PURPOSES OF EDUCATIONAL BENEFITS

Mr. MATSUNAGA. Mr. Chairman and Members of the Subcommittee, I welcome and appreciate this opportunity to testify in behalf of my bill, H.R. 3048, as amended. This legislation is designed to permit certain active duty for training to be counted as active duty for the purpose of entitlement to educational benefits.

The current G.I. bill, Veteran's Readjustment Benefits Act of 1966, as amended, limits educational benefits to veterans who have served on active duty for a period of more than 180 days, and specifically excludes any period during which an individual served under the active-duty-for-training provisions of section 511 (d) of title 10, United States Code. The exclusion of any period of active duty for training in the computation of eligibility and entitlement was also provided in the Korean conflict G.I. bill.

The law now states that for regulars, *all time*, including time spent in basic training, is counted for purposes of educational benefits.

Consider, however, how the law affects members of any National Guard or Reserve unit which is activated, say for a period of 12 months. At the current rate of entitlement, their 18 months of military service (12 months active duty, six months active duty for training) would earn them 18 months of educational benefits. Someone on *regular* active duty for that same 18 months—although he is likely to have spent that same six months getting training of some sort—would be entitled to 36 months of educational benefits. That, Mr. Chairman and Members of the Subcommittee, is clearly discriminatory.

My proposal, H.R. 3048, would allow Reservists and members of the National Guard to receive educational benefit credit for their training periods which differ not at all from those experienced by those persons entering the regular armed services, except that for the latter, this time period can be used to accrue credit for desired benefits.

As H.R. 3048 stands without amendments, Reservists and National Guardsmen would receive 36 months of educational benefits credit should they be on active duty at least twelve months. This, as the Subcommittee well knows, has received vigorous opposition from the Veterans Administration, and I am proposing minor amendments to H.R. 3048 to lessen this opposition. My suggested amendments are attached as an appendix to my statement.

H.R. 3048, as amended, would give those persons in the National Guard and Reserves one and one-half months credit for each month of their time in service. This works out to be 27 months of educational benefits for six months of training plus one year of active duty.

Mr. Chairman and Members of the Subcommittee, I trust H.R. 3048, as amended, is acceptable to you and those in the Veterans Administration who previously opposed it. It is imperative that we do justice to those men and women who have sacrificed up to two years of their lives and more in the service of the States and Nation.

I urge your approval of this modest proposal.

Thank you.

AMENDMENTS TO H.R. 3048 SUGGESTED BY HON. SPARK M. MATSUNAGA

On page 1, line 8, insert after the semicolon the following:

by striking out "second sentence of this subsection" and inserting in lieu thereof "second sentence of this paragraph".

On page 2, lines 9 and 10, strike out "pursuant to the second sentence of paragraph (1) of this subsection"

On page 2, line 16, strike out the period and quotation marks and insert the following:

", except for purposes of the second sentence of paragraph (1) of this subsection."

STATEMENT BY THE HONORABLE PIERRE S. DU PONT A REPRESENTATIVE IN CONGRESS FROM THE STATE OF DELAWARE, IN SUPPORT OF H.R. 9475

Mr. DU PONT. I appreciate very much the opportunity to comment on H.R. 9475 which I introduced in the House of Representatives on July 23, 1973.

The purpose of the bill is to provide much-needed additional assistance to Veterans participating in certified apprenticeship programs to enable them to purchase tools so necessary and so vital in putting their training to practical use. Currently, Veterans who complete approved apprenticeship programs must purchase necessary tools from their own funds, or employers must do so for them. I have personally visited veterans in apprenticeship programs and they complain bitterly about the difficulties of scraping together $150 to buy the tools they need to obtain well-paying, productive jobs. Generally a veteran who is participating in such a program is living on a bare subsistence allowance. Oftentimes, for the lack of a very small sum of money for tools, he finds himself unable to take a job for which the government has already expended a considerable sum training him, and is relegated to the unemployment rolls. The cost of two weeks of unemployment alone is higher than providing the necessary tools.

I have tried to draw the bill to give considerable flexibility to the Administrator. He is empowered to propound such rules and regulations as he deems necessary to accomplish the purposes of the act. No veteran, however, would be eligible prior to successful completion of the program.

Frankly, concern has been expressed to me that the concept of granting allowances for tools is fine, but veterans really need an overall increase in benefits. I concur wholeheartedly. But in my opinion, the question of providing tools is a separate and distinct question. It should stand, and I think it does stand, on its own merits. It is a question of providing the basic ingredients of making veterans employable. Such legislation would help the veteran; it would help business; it would help society as a whole. The funds to operate this program would be a small investment, indeed, for the government, and in my opinion would save the taxpayers money in the long run.

I urge the committee to consider the proposal favorably, but to feel free to alter or amend the language as the committee in its wisdom, deems necessary or helpful.

STATEMENT BY HON. SAM M. GIBBONS, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF FLORIDA

Mr. GIBBONS. Mr Chairman, and members of the Subcommittee on Education and Training, I am glad that you are holding hearings on various legislative proposals which are designed to alleviate the serious problems facing Vietnam veterans who now desire to secure post high school education. I myself am a co-sponsor of H.R. 8494, a tuition payment proposal, and think that we should provide the veteran with as much assistance as possible in the education and job training areas. I favor extending the current delimiting date to retain entitlement to unused educational benefits to those entitled under current law who did not utilize their benefits within the eight year period.

The most important factor bearing upon an individual veteran's decision as to his use of the G.I. Bill is his own motivation. The underlying purpose of all the G.I. educational assistance programs has been to aid veterans to adjust from military to civilian life by affording them financial assistance to obtain an educational status they might normally have aspired to and obtained had they not served their country in time of national emergency.

Some will argue that Vietnam veterans should not be singled out for special educational assistance because they can participate in other student aid programs. I will not recount here the way in which veterans have been discriminated against when attempting to use existing student aid programs because I do not think that veterans should be required to depend upon these other student aid programs. While on active duty, they were paid less than people in civilian life were making, and part of the contract which the American people had with these veterans was that in return for being low-paid there would be educational benefits available after service. The only way to prevent such discrimination against veterans and to prevent them from being beholden to the administrators of various non-veteran programs is to simply provide one veterans training program which is adequate for all of their needs without regard for other programs. This program, like current law, should be carefully designed to the aspirations and talents not only for the college-bound individual, but also the man who wants technical training, who wants a job with built-in training opportunities, and for the man who wants to finish high school and learn a trade or continue his education.

In compliance with section 413 of P.L. 92–540, an independent Study comparing by the Educational Testing Service, Princeton, New Jersey, under contract with similar programs of World War II and the Korean conflict has been conducted by the Educational Testing Service, Princeton, New Jersey, under contract with the Veterans Administration. The Study made comparisons in the following areas: 1) the scope and quality of the educational assistance programs; 2) the degree of veterans' participation in the programs; 3) the adequacy of the program benefits to veterans, educational and training institutions, work force, and American society; 4) the available information and outreach efforts to meet the various educational and training needs of veterans; 5) the nature and degree of abuses in the programs and the effectiveness of the safeguards established; and 6) the execution and administration of the educational and training programs.

The Veterans Administration has consistently maintained that the 1972 GI Bill is as good as, and in some ways surpasses, the World War II legislation. However, the study by the Educational Testing Service for the Veterans Administration has concluded that the World War II GI Bill provided greater educational benefits for returning war veterans than does the current legislation. When the current level of educational benefits is adjusted for the payment of tuition, fees and supplies, it represents a "significantly smaller proportion of average monthly earnings than did the subsistence allowance paid to the veteran of World War II." Furthermore, "the five-fold increase in the average tuition of four-year private institutions by 1973, coupled with the cost of books and supplies, requires the Vietnam veteran with current benefits of $1,980 to raise an additional $136 just to meet educational costs—leaving literally nothing for subsistence."

While the Vietnam veteran attending a public institution has educational benefits slightly higher than his World War II counterpart, he is at a disadvantage with respect to the veteran of World War II if he wants to attend a private institution, either vocational-technical or of higher learning. In spite of this disadvantage, the veteran utilization of the GI Bill education program has been impressive. In fact, when comparing school training, college and other schools, Vietnam era veterans and servicemen have used educational benefits to a greater degree than either World War II or Korean conflict veterans. The Vietnam veteran also, on the average, has been found to be more educated than the World War II or Korean War serviceman. Fifty-five percent of the World War II veterans did not have a high school education at the time of their discharge. Only twenty percent of the Vietnam veterans find themselves in the same circumstances.

These young men are a valuable national asset. They served their country well, and I think that they should be given every consideration when they pursue further education. I strongly urge that your Subcommittee recommend legislation in favor of these men.

STATEMENT BY JOHN N. EHRLENBORN, A REPRESENTATIVE TO CONGRESS FROM THE STATE OF ILLINOIS

Mr. ERLENBORN. Mr. Chairman, I commend you and your subcommittee for holding hearings on proposals relating to the veterans' education program, and thank you for this opportunity to submit a statement in support of my bill, H.R. 477.

This bill has but one purpose: To remedy what I view as an inequity in the existing law.

World War II and Korean War veterans had 10 years in which to use their educational benefits, and this will be the case for veterans of the Vietnam era. For those discharged between 1955 and 1966, however, the comparable period is eight years.

No valid reason has been given for treating this group differently from all the others, and H.R. 477 would make the delimiting period uniform for all.

I urge this subcommittee and its parent committee to approve H.R. 477 so that Congress may correct this inequity.

Mr. HELSTOSKI. The subcommittee is also in receipt of correspondence from the Honorable Bob Wilson, which, without objection, will be placed in the record at this point.

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, D.C., September 5, 1973.

DEAR MR. CHAIRMAN: Enclosed is correspondence I have received from Mr. Raul Castor, 9648 Domer Road, Santee, California 92071, regarding an extension of the present time limit to use his veterans' education benefits.

I would appreciate your making Mr. Castor's letter a part of the Committee's forthcoming hearings on this subject. No acknowledgement to this letter is necessary.

Thank you for your attention to this request and best personal regards.

Sincerely,

BOB WILSON,
Member of Congress.

SANTEE, CALIF., *August 27, 1973.*

DEAR SIR: My benefits will expire on May 31, 1974, and I will have about 8 months of school benefits remaining. I am requesting if you could help me with this situation, so I can continue by schooling, and at the same time be able to support my family.

I have been out of the service since 1965, and started school 2½ years ago, and have continued to attend all year 'round school (this was my third summer session). I started late in school, because in the beginning I was undecided what I was going to do with my life, and while in the Marine Corps. I acquired the alcohol problem.

Since I have been discharged, I have ran into some difficulties with the law with offenses pertaining to alcohol (misdeaminer offenses). Two years ago I got married, and decided that I was going to make a better life, and to defeat this problem of alcohol. I went back to school with the help of the G.I. Bill and completely removed myself from alcohol, and I am in the process of transfering to San Diego State University for my last two years.

This is the reason why I am asking for your help in requesting an extension on my G.I. Bill. I would appreciate anything that could be done pertaining to my case, and you were highly recommended for helping veterans. I will be anxious to hear from you soon, and hope that something can be worked out.

Very truly yours,

RAUL CASTOR.

Mr. HELSTOSKI. When the American Legion representative appeared before the subcomimttee on July 25, Congressman Zwach requested that certain information be provided supplementing the statement furnished at that time. The subcommittee is now in receipt of a letter from the American Legion which provides the requested information and without objection it will be placed in the record at this point.

[The letter follows:]

THE AMERICAN LEGION,
Washington, D.C., August 2, 1973.

Hon. HENRY HELSTOSKI,
Chairman, Subcommittee on Education and Training, Committee on Veterans Affairs, House of Representatives, Congress of the United States Washington, D.C.

DEAR CHAIRMAN HELSTOSKI: This refers to our appearance before your Subcommittee on July 25. 1973. At that time, we agreed to submit for the record a reply to the question from Mr. John M. Zwach—

What percentage of all post-secondary students attend public and what percentage attend private institutions?"

To obtain this information, it was necessary for us to contact the Department of Health, Education, and Welfare. The following estimates were given us by the office of the Deputy Commissioner of Higer Education:

The 1972 estimates are as follows:

Degree granting:	
Public	6, 166, 989
Private	2, 129, 017
Nondegree granting:	
Public	870, 468
Private	37, 682
Total	9, 204, 156

of the total 1972 estimates (degree & non-degree) 76.46% attended public schools 23.54% attended private schools

of the degree schools 74.34% attended public schools 25.66% attended private schools

of the non-degree schools 95.85% attended public schools 4.15% attended private schools

According to information developed by the Veterans Administration in 1972, about 21 percent of Vietnam era GI bill students attend private and 79 percent attend public institutions of higher learning.

As you know, a major part of our statement was devoted to the support of legislation which would authorize direct payment of up to $1000 toward the cost of tuition, fees, books, and other usual student charges.

We believe that the compartive figures from the Office of Higher Education substantiate the conclusion that more GI bill students would attend private institutions of higher learning if the educational assistance provisions were amended to authorize these direct tuition, fees, and other charges payments.

We would appreciate your making this letter a part of the record of our appearance before your Subcommittee.

Sincerey,

E. H. GOLEMBIESKI,
Director, National Veterans Affairs and Rehabiliitation Commission.

Mr. HELSTOSKI. The Subcommittee is in receipt of a letter from the President of Newark State College, Mr. Nathan Weiss, which, without objection, will be placed in the record at this point.

[The letter follows:]

NEWARK STATE COLLEGE,
Union, N.J., August 22, 1973.

Hon. HENRY HELSTOSKI,
Chairman, House of Representatives, Subcommittee on Education and Training, Washington, D.C.

DEAR MR. HELSTOSKI: I am pleased to submit a statement presenting our views on matters dealing with legislation affecting veterans. It is hoped that, as a result of the discussions which are taking place before this committee, revisions in the G.I. Bill will be made which will increase education and training opportunities for today's veterans.

Newark State College has played a leadership role in the development of educational programming for veterans on the post-secondary level. Three years ago the Veterans Identity Program (V.I.P.) was established to provide educationally disadvantaged veterans an opportunity to gain entrance to the college and to pursue a program which would eventually lead to the bachelors degree in the variety of Liberal Arts and Educational fields available.

The veterans enrolled in VIP would not have been accepted under standard admissions procedures. Involved in this training was a tutorial aspect which included the use of veterans as tutors. From the initial experience, the VIP's moved into the regular college curriculum with tutorial and counseling assistance provided by the college.

As a consequence of the early involvement in developing veterans' programs, Newark State College personnel have taken part in many ancillary activities. These include: membership on several of the city and state "Jobs for Veterans" Task Forces; membership on the Advisory Committee for the Veterans Administration Central Office, "Veterans Administration National Task Force on Education and the Viet Nam Era Veteran"; advice to the New Jersey Department of Higher Education at the request of the Chancellor and the recently initiated Veterans Education Corps is a cooperative effort of the Department, the Newark State College Veterans Training and Information Center, and the New Jersey Bureau of Veterans Services; advise to post-secondary institutions on matters dealing with veterans; and a Department of Health, Education and Welfare funded program to assist and strengthen seventeen of the Special Veterans Projects which were also funded by the Department of Health, Education and Welfare.

As a consequence of our experience in the field of veterans affairs, we recommend that the subcommittee on Education and Training consider certain legislative modifications in the present G.I. Bill.

With respect to the present G.I. Bill, it is recommended that the length of time for which a veteran receives educational benefits be extended to forty-eight months of training. House Bills 3433 and 7031 both recommend this extension. However, they seek to limit this additional opportunity to Chapter 35 only. Making this available to all eligible veterans make the present G.I. Bill more consistent with the World War II Bill and enable many veterans to seek additional training which would provide them with a wider range of employment opportunities.

It is recommended that the period of entitlement be increased beyond the eight year limit as provided in H.R. 2681. Many veterans have not taken advantage of education entitlements and would be given essentially a second chance at gaining additional education and training. Further, an extension to fourteen years would provide those veterans who presently are pursuing an education at less than a full-time rate with an opportunity to continue through an academic program.

You may wish to consider a cost of living provision for the G.I. Bill which would permit automatic increases in payments to veterans based on the increase in the cost of living as provided in H.R. 519. In conjunction with this you may also wish to consider establishing a differential factor which might provide additional funds to veterans who are in education or training programs in those states where the cost of public post-secondary education are highest.

To expand on this latter point, a study released recently by the National League of Cities/United States Conference of Mayors is of interest. It indicates that substantially more veterans have utilized G.I. Bill education and training entitlements in those states which have extensive public post-secondary education and low costs. While in California the overall utilization rate approximates fifty percent and the utilization rate in colleges exceeds thirty-five percent, New Jersey's overall usage rate approximates thirty percent and the utilization rate in colleges is slightly in excess of sixteen percent.

The differential previously mentioned could increase participation rates in those states where the utilization of the G.I. Bill is lowest and cost of education highest.

Finally, on the G.I. Bill, you may wish to consider providing funds to assist veterans to defray tuition costs. As provided in H.R. 4811, a sum of approximately $1,000.00 per year, in addition to the monthly G.I. Bill allotment, could provide a significant number of veterans with the opportunity to further their education and training either at public or private institution.

Sincerely,

NATHAN WEISS, *President.*

Mr. HELSTOSKI. The subcommittee stands in recess until Tuesday.

[Whereupon, at 12 noon the subcommittee recessed until Tuesday, September 25, 1973.]

PENDING EDUCATION AND TRAINING BILLS

TUESDAY, SEPTEMBER 25, 1973

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON EDUCATION AND TRAINING,
OF THE COMMITTEE ON VETERANS' AFFAIRS,
Washington, D.C.

The subcommittee met at 10 a.m., pursuant to recess in room 334, Cannon House Office Building, Washington, D.C., Hon. Olin E. Teague of Texas (presiding).

Mr. TEAGUE of Texas. The committee will come to order. The gentleman from New Jersey, Mr. Helstoski, cannot be here at this time, so we will go ahead with our hearing.

Under section 413 of Public Law 92-540, the Vietnam Era Veterans' Readjustment Assistance Act of 1972, the Congress directed the Administrator of Veterans Affairs, in consultation with the Administrators' Adivsory Committee on Veterans' Vocational Rehabilitation and Education, to provide for "an independent study of the operation of the post-Korean conflict program of educational assistance currently carried out under [title 38 U.S.C.] in comparison with similar programs of educational assistance that were available to veterans of World War II and of the Korean conflict."

Pursuant to that directive, the Administrator contracter for such study with the Educational Testing Service, Princeton, N.J. The study has now been completed and was transmitted to the Congress by the Administrator under late of September 18, 1973. The transmittal letter contains certain preliminary comments and analyses of the report. The letter also assures the committee that in response to Chairmain Dorn's letter of September 7, 1973, a further thoroughly detailed analysis of the report, together with certain specific information and statistical data, will be submitted to the committee in the very near future.

The report of the Educational Testing Service and Administrator Johnson's transmittal letter have been printed for the use of the committee as House Committee Print No. 81 dated September 19, 1973. Accordingly, without objection, such committee print will be considered as part of the record of this hearing, by reference.

We will hear Mr. Odell W. Vaughn, the Chief Benefits Director, on the Educational Testing Service.

Mr. Vaughn to begin with, would you tell the committee how much this study costs, why the VA asked for it, and was the VA not satisfied with the study and this committe made in the last Congress and the legislation which was enacted to liberalize the GI bill for Vietnam veterans?

STATEMENT OF ODELL W. VAUGHN, CHIEF BENEFITS DIRECTOR, VETERANS' ADMINISTRATION, ACCOMPANIED BY MORRIS NOONER, DIRECTOR, AND DR. ANDREW ADAMS, DEPUTY DIRECTOR. EDUCATION AND REHABILITATION SERVICE

Mr. VAUGHN. I think most of that will be covered in my opening statement. I would like to first introduce the staff I have with me here. Mr. Mooner on my right is Director of our Education and Rehabilitation Service in the VA and Dr. Andrew Adams, on my left, is the Deputy Director of the same service. In addition, we have Mr. Warren McDonald, Special Assistant to the Administrator and Mr. John Kerby from the General Counsel's Office.

I believe, Mr. Chairman, probably some of the questions you have asked will be in my statement and then I will be glad to cover any questions that you have to ask.

Mr. Chairman and members of the committee, we are pleased to appear before you today to discuss the results of the recent study which examined educational and training benefits available to veterans of World War II and the Korean conflict in comparison with those benefits currently available under the post-Korean conflict educational assistance program.

As I am sure you are aware, the requirement for this study originated in the Senate at the time the most recent amendments to the education program were being considered. The Senate Committee on Veterans' Affairs, in its report to the Senate (Senate Report 92–988), stated:

> The study . . . should compare existing programs with those in effect following World War II and the Korean conflict. In view of the considerable interest in a World War II-type direct tuition payment program expressed by many witnesses appearing before the committee, as well as the concern evidenced by senior Members of Congress, the study should address itself to the question of whether a separate tuition payment is either feasible or desirable. . . .

The original proposal would have allowed 9 months for the completion of the study.

When the education amendments measure was being debated on the Senate floor, a further amendment was proposed which would have added a World War II-type tuition payment to the current program. Following debate on this amendment, it was withdrawn.

Subsequently, two other amendments were added to the measure which reduced the time limitation for the study from 9 months to 6 months and which added representatives of certain veterans' groups as members of the advisory committee set up under the authority, section 1972 of title 38, United States Code.

This committee was created a number of years ago and is designed to provide a group of persons, eminent in their respective fields of education, labor and management, with whom the Administrator may consult concerning administration of the GI bill education program.

The study proposal was accepted by the House on October 11, 1972, when it approved the amendments measure. It was enacted into law as section 413 of Public Law 92–540, the "Vietnam Era Veterans' Readjustment Assistance Act of 1972," which was signed by the President on October 24, 1972.

Section 413 directed the Administrator, in consultation with the advisory committee, to provide for an independent study of the operations of the three GI bill education programs. The study was to cover six areas: administration; veterans participation; safeguards against abuse; adequacy of benefit level; scope of programs; and information and outreach programs.

The Administrator was required to transmit to the President and the Congress, within 6 months, the results of the study, together with such recommendations as were warranted to improve the present program.

As I am sure you are also aware, Mr. Chairman, in October 1972, the Federal Advisory Committee Act (Public Law 92–463) was also enacted. This new law completely revised procedures for creating and maintaining advisory committees, including those, such as the Advisory Committee on Education and Rehabilitation, established by law. The interpretation of the act and the development of a charter for the Advisory Committee, plus the reconstituting of the committee because of the additional members required by Public Law 92–540, took time and as a result the reconstituted committee was unable to meet and discuss the study until February 22–23, 1973.

Proposals for a contract were then sent out, but the responses made clear that it would be impossible to complete a comprehensive study by the deadline date. It became necessary, therefore, to seek an extension of time. The chairman of the respective Senate and House Veterans' Affairs Committees were advised by the Administrator's letter of April 9, 1973, of the reasons for the delay and both committees agreed to extend the completion time for the study to mid-September.

New proposals for the study were sent out on May 4, 1973, and from the responses received, Educational Testing Service of Princeton, N.J., was selected to make the study and was awarded a contract on May 25, 1973. Under the terms of the agreement, ETS submitted an interim progress report on its work on July 20, 1973, and a further draft report on August 21, 1973. This draft, entitled "Educational Assistance to Veterans: A Comparative Study of Three G.I. Bills", was then turned over to the Advisory Committee for review and analysis.

The Advisory Committee, following required publication of notice of public hearing in the Federal Register, met with ETS representatives on August 30 to discuss the draft report. ETS was advised by the Committee that the presentation of its "findings and conclusions" in the draft bore no apparent relationship to the purposes of the study as outlined in the contract, and that their proposed report contained certain inaccuracies and other errors of omission and commission.

It was mutually agreed between ETS and the Committee that ETS would revise the section on "findings and conclusions" to make it relate more clearly to the purposes of the study and correct certain data errors. A revised report was drafted by ETS and a second meeting between ETS and the Advisory Committee was held on September 8, 1973, at which time the final report was received. This report was forwarded to the Administrator by the advisory committee on September 10, 1973, with the committee's recommendations. The results of the study, together with the advisory committee's recommendations and the Administrator's initial reactions, were, in turn, submitted by the Administrator to the President and the Congress on September 18, 1973.

We believe that ETS has prepared a commendable report, considering the time constraints under which they were operating and the scarcity of pertinent data in some of the areas of study. We believe that it is a valuable collection, in one document, of a vast amount of data on or related to the veterans' education and training programs.

We do, however, have a number of reservations as to certain of the report's "findings and conclusions" and as to the validity of some of the ETS analyses or interpretations of certain data.

As the Administrator pointed out in his letter to the Congress, we believe the report demonstrates that the Vietnam veteran—from the six points of study set forth in the law—does have availability to educational assistance benefits from the VA that are comparable to those extended to veterans of World War II and the Korean conflict.

ETS, in its report, stated: "it is apparent that the average Vietnam veteran attending a 4-year public or a 2-year public institution has educational benefits slightly higher than his World War II counterpart when adjustments for changes in the Consumer Price Index are made." Despite this clear and obviously correct statement, the report proceeds to argue that the "real value" of the educational allowance available to veterans of World War II was greater than the current allowance being paid to veterans of the Vietnam conflict. While ETS does not define "real value" it attempts to explain this inconsistency by stating that the World War II veteran was "generally better off because many institutions provided special low-cost veterans housing and other special benefits" in contrast to "little if any" such assistance today.

This type of assistance certainly wasn't available to all World War II veterans, so it could not have made them, as a class, "generally better off." Also, it seems reasonable to believe that other kinds of assistance from institutions today (grants and loans), as well as Federal student aid programs, would be an offsetting factor that make for Vietnam era comparability in this regard. At any rate, VA does not believe that the sometimes availability of low-cost housing on campus for World War II GI students can be weighted with sufficient precision to be included in the comparability study contemplated by Public Law 92–540.

We are pleased to note that the study concluded that in general "the Veterans' Administration has administered the education benefits programs effectively and responsibly over the three program periods." We are also pleased to see that the report points out that the VA has increased its efforts to improve the outreach program and to reach more veterans. We firmly believe that when the results of these new programs are in, that they will demonstrate that considerable improvement has been attained in our overall program.

We recognize, of course, that there are certain conclusions in the report which merit further study. In the area of administration, for example, the report points out that (1) The VA has changed its organizational structure to keep pace with operational experience and new legislative policies and requirements; (2) The VA has continued to improve in terms of safeguarding against abuses in the programs; (3) The VA has made, and is making progressive moves toward improved services to veterans and has reduced operational inefficiencies; and (4) The VA has increased its working relationships with other concerned agencies and organizations and its participation on interagency committees. The report, on the other hand, raises questions concerning VA's policies as to assessment of program effectiveness and the VA's methods of measurement of progress and attendance by veterans in trade and vocational training schools, as opposed to those applicable to institutions of higher learning.

Concerning the first point, as the Administrator pointed out in his letter to the Congress, the VA has not considered that its mission included the collection and analysis of data other than that which is necessary for administering the educational programs and providing service to veterans. We have been of the view that the assessment of the effectiveness or quality of education and training has not been explicitly committed to the VA by the Congress. We believe this is a matter which should be considered further and believe it merits discussion with the respective committees concerned.

With respect to the measurement of trade and vocational schools, VA's policy stems from legislation applicable to World War II trainees which has been carried through into subsequent enactments. In 1971, the VA did recommend liberalization of this policy in certain areas, but this proposal was not endorsed by the Congress. We will take another look at this entire question and make such recommendations as seem warranted.

With respect to the problem of participation, the report raises questions, for example, concerning the participation of blacks in the educational program and the participation of educationally disadvantaged veterans—both black and white.

Both of these problems are well known to the VA and to others concerned with the veterans educational assistance programs. The VA has, for some long time, made considerable extra effort on both fronts. Even before receipt of the report, we had already prepared an action plan to pursue even more positive approaches to seeking out and motivating all minority veterans and educationally disadvantaged veterans who have not yet taken advantage of their education and training benefits.

We are pleased to see that the report finds that today's educational assistance program is relatively free of abuse, and that the VA's administration of educational benefits continues to improve in terms of safeguarding against abuse.

The report focuses on the area of correspondence courses. It appears that the concern of the report relates to low completion rates and problems involving advertising and sales practices of some correspondence schools. The VA will continue within the limits of its authority, to examine closely the entire area of training by correspondence under the GI bill.

As a result of our review of the report to date, the Administrator has indicated the view, with which I concur, that no general restructuring of the educational program seems necessary or advisable, especially with reference to the present benefit payment system.

At this point, Mr. Chairman, I would like to inform the committee that the Veterans' Administration is proceeding with three major programs, all of which relate directly or indirectly to the education matters I have discusesd with you today.

First, the Veterans' Administration will embark on a program endeavoring to increase job placement and job retention opportunities for disabled Vietnam era veterans. This will be accomplished through an intensive effort by the VA and other organizations to identify disabled veterans in need of job placement or training, to develop job and training opportunities for these veterans and to provide them with counseling and other services to meet this objective.

We believe that the rehabilitation of service-disabled veterans is a primary responsibility and obligation of the Federal Government and, despite successes which have been met in this area, there are considerable numbers of veterans who do not avail themselves of the assistance offered or who, after taking initial advantage of such aid, fail to follow through to completion of training and employment. We believe that this program is very worthwhile and is fully justified.

The second program, and one to which I alluded earlier in my testimony, is designed to greatly intensify our efforts to identify and seek out economically disadvantaged veterans to provide immediate educational-vocational counseling to them. It has long been known and recognized that the existence of educational benefits and the knowledge of their availability do not provide sufficient stimulus to motivate educationally and economically disadvantaged veterans to avail themselves of the opportunity to improve their vocational and educational skills and qualifications necessary for suitable and rewarding vocations.

The third area in which we will be increasing our efforts is in the further implementation of section 243 of title 38 which authorizes the Administrator to enter into cooperative arrangements with other Federal agencies and departments, State and local governmental units, and any recognized national or other organization, to supplement our efforts in Outreach.

Despite the unprecedented efforts of the VA and participating agencies and organizations in providing Outreach service to veterans, it is obvious that all eligible veterans have not yet taken full advantage of their readjustment opportunities, especially, as noted before, the educationally and socially disadvantaged veterans. We will, therefore, intensify our efforts among these various agencies through the development of cooperative plans and working agreements, and, where deemed necessary, appropriate Federal support of nongovernmental veterans' Outreach assistance organizations.

As you are aware, Chairman Dorn of your committee recently requested that the VA submit to the committee a more completely detailed analysis of the ETS report, indicating specific agreement or disagreement with the major findings and conclusions together with discussion and data in support of the VA position. That report has been completed and was forwarded to Chairman Dorn yesterday. For the convenience of your subcommittee, I now offer for the record, as an attachment to my statement, a copy of this "white paper" sent to Chairman Dorn.

[Material referred to follows:]

VETERANS ADMINISTRATION ANALYSIS OF "FINDINGS AND CONCLUSIONS" AS PRESENTED IN CHAPTER 1, OF A 1973 REPORT ON EDUCATIONAL ASSISTANCE TO VETERANS: A COMPARATIVE STUDY OF THE THREE G. I. BILLS

September 1973

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VETERANS ADMINISTRATION ANALYSIS OF "FINDINGS AND CONCLUSIONS" AS PRESENTED IN CHAPTER 1, OF A 1973 REPORT ON EDUCATIONAL ASSISTANCE TO VETERANS: A COMPARATIVE STUDY OF THE THREE G.I. BILLS

Background:

1. Pursuant to Section 413, Public Law 92-540 ("Vietnam Era Veterans Readjustment Assistance Act of 1972"), the Educational Testing Service of Princeton, New Jersey, was awarded a contract (No. V101 (134) P-171) by the Veterans Administration on May 25, 1973, for the purpose of conducting --

> "...an independent study of the operation of the post-Korean conflict program of educational assistance currently carried out under chapters 31, 34, 35, and 36 of (title 38 USC) in comparison with similar programs of educational assistance that were available to veterans of World War II and of the Korean conflict from the point of view of administration; veteran participation; safeguards against abuse; and adequacy of benefit level, scope of programs, and information and outreach efforts to meet the various education and training needs of eligible veterans..." (from Sec. 413, PL 92-540).

Educational Testing Service (ETS) published the "Final Report" of its research study under date of September, 1973. The report is entitled "Educational Assistance to Veterans: A Comparative Study of Three G.I. Bills." The document (21 copies) was received by a special subcommittee of the VA Administrator's Advisory Committee of Education and Rehabilitation at a meeting with ETS representatives, on Saturday, September 8, 1973, in the Central Office of Veterans Administration.

2. Under date of September 10, 1973, the ETS Report was forwarded, with comments, to the Administrator of Veterans Affairs by the Vice Chairman of the Advisory Committee (and Chairman of the Subcommittee on the Independent Study).

3. Section 413 also directed the Administrator to transmit the results of the independent study to the Congress and to the President, "together with such recommendations as are warranted to improve the present program." This transmittal was accomplished by letter of September 18, 1973, to the President of the Senate and the Speaker of the House, with copies to the Office of the President. Copies of the Report, and the Administrator's transmittal letter, were made available to both the Senate and the House Committees on Veterans' Affairs.

4. The Administrator's transmittal letter of September 18 contained an overall analysis of the Report and the VA's preliminary reaction to it. Also, there was attached to that letter the September 10 letter which the Administrator had received from the Vice Chairman of the Advisory Committee. This latter communication contained the observations and recommendations of the Advisory Committee, based on its Analysis of the Final Report from ETS. However, these two letters did not provide full information as to VA's reaction to each of the "findings and conclusions" that are explicitly set forth in Chapter 1 of the Report.

5. It is the purpose of this paper to express the reaction of the Veterans Administration, and the reasons therefor, to each of the 21 statements which represent the "findings and conclusions" reached by ETS as a result of its research study.

6. Chapter 1 of the ETS report is entitled FINDINGS AND CONCLUSIONS. As noted above, there are 21 formally expressed "findings and conclusions" contained in this chapter. Concerning the importance of these, ETS made the following statement: "Those findings and conclusions reached in the course of the study, which seem to be of particular relevance are highlighted in the following sections. They are not, however, a total summary of the report." Note: When VA submitted its request for bids on the "independent study," a proposed outline was attached for the guidance of interested research organizations. This outline concluded with the following statement: "The findings will be presented with conclusions

according to the PURPOSES OF THE STUDY." Despite this, it appears that there is no distinction in the ETS report between a "finding" and a "conclusion." Therefore, in the attached VA analysis, VA treats the two terms synonymously, as follows: Finding/Conclusion; or, simply, "F/C".

7. It should be kept in mind that the ETS study does not recommend any particular action by VA or the Congress. On the other hand, some of its Findings/Conclusions are suggestive as to the need for action in certain directions. In the sections below, VA addresses itself to each of the 21 Findings/Conclusions according to the following format:

(1). Statement of the Finding/Conclusion.
(2). Expression of ETS's rationale, drawn from the text of the study.
(3). Statement of VA's reaction to the Finding/Conclusion.
(4). Statement of the basis for VA's position.
(5). Action (if any) recommended by VA.

A. The Scope and Quality of the Educational and Training Programs (p. 3)

Aside from noting that "Significant information is contained in the report regarding the scope of the educational and training programs currently existing," ETS advanced no specific finding/conclusion (hereafter, F/C) on the issue of comparison of scope of programs. In general, however, the report indicates that the Vietnam Era veteran enjoys comparability with his WWII and KC counterpart, from the scope of programs viewpoint. Also, the report makes clear that, in this regard, educationally disadvantaged veterans are better off under the current program.

As to quality of programs, the report focuses on the function and activities of the State approving agencies (hereafter, SAA). One F/C is advanced:

(1). Finding/Conclusion No. 1:

1. The Veterans Administration has currently no means of measuring the quality of the performance of the State Approving Agencies and therefore cannot be assured that the money used to reimburse these agencies was wisely spent. (page 3)

(2). ETS Rationale:

The report discusses the SAA system (pages 274-287) as part of Chapter 12, "Administration of Benefits." This discussion traces the legislative history of the provisions of title 38 relating to SAAs. The discussion does not question the legal fact that the SAAs, rather than VA, are "designated to assess the educational quality of courses in institutions and establishments and approve them for veterans." (p. 274). Instead, the discussion infers that the services rendered by SAAs are probably not worth the cost to VA (FY 1973: $8.8 million out of $10.6 million appropriated).

This inference can be drawn from the following statements taken from Chapter 12:

The fact that the U.S. Office of Education does not rely on the SAAs (for determining eligibility of institutions for Federal funds) "suggests that the quality of the performance of State Approving Agencies is neither high nor uniformly reliable." (p. 274)

The legislation sets forth "fairly rigid standards and criteria for State Approving Agencies. However, rules and regulations are of little significance if not vigorously enforced." (p. 280)

While VA is expressly prohibited by law from exercising any control or supervision over an SAA, "it nevertheless had to rely upon the State agency's decisions on the quality of education as well as spend sizable sums of money for agencies over which the VA basically had no control." (p. 280)

"...there is little evidence to suggest that the VA can determine what the State Approving Agencies are doing, or that the VA can be assured of the quality of education particularly in proprietary profit programs and courses." (p. 281)

"The State approving system is confusing and complicated, because each State functions autonomously and independently of any national standards." (p. 283)

"The approval system operates loosely within the context of private accreditation. ... The State... can decide not to rely upon an accreditation association at all." (p. 283)

The criteria of Section 1776 of title 38 (concerning educational quality of nonaccredited courses) "are so vague that they require broad interpretation by the agencies that are supposed to be guided by the criteria. Nor is there any evidence that the criteria are applied uniformly throughout the States." (pp. 283-284)

Because the law allows broad interpretation and there is no agency or coordinating body to apply the criteria uniformly, "it is difficult to measure the performance of the State Approving Agencies." (p. 285)

"... the State Approving Agencies range widely in their enforcement powers, diligence and capability. The result is a lack of control and also a lack of knowledge, of evaluation, of data, of assurance that veterans are getting fair value for their time and money." (p. 285)

(On the point of "lack of knowledge," it is noted on page 286 that VA Central Office does not maintain a consolidated list of either approved schools or of schools that have lost their approval, and that there is no central "compilation of complaints against institutions of problems under the aegis of the approving agencies." Both matters are handled by the VA Regional Offices, and complaints are referred to the SAAs). Concerning the lists of schools, the report states (p. 286) that "it is difficult to determine whether or not the regional offices" are maintaining them. VA can and does assure all concerned that such lists are properly maintained and are readily accessible, even though they are not consolidated in Central Office. Concerning complaints against schools, the report states (p. 286) that the lack of this kind of information (i. e., a centralized compilation) "precludes a knowledgeable assessment" as to "whether a particular agency was functioning properly to assure the quality of education in an institution."

In summary, ETS finds that --

-- "There is no way to determine whether the VA has insured that the money used to reimburse the State Approving Agencies was wisely and economically spent;" (p. 286) and

-- "In short, there remains more than a suspicion that the State Approving Agencies are not an effective means of insuring the quality of educational performance that is necessary to protect the veteran." (p. 287)

(VA regrets that -- throughout its discussion of SAAs -- ETS fails to put forth even one specific example of a failure on the part of any given SAA to live up to its responsibility. Also, the discussion contains not one specific example to support ETS's "suspicion" that the quality of education received by veterans under the GI Bill may be suffering as a result of the SAA system. It is also significant that ETS does not suggest in any part of its discussion that the quality of education available to a non-veteran is better than that available to veterans; after all, there are no educational institutions operated solely for the education of veterans. The institutions approved by SAAs are also attended by non-veterans. This is a significant safeguard against a poor-quality institution remaining on VA's approval list very long).

In addition to its generalized concerns about the SAA system, ETS appears to feel that VA is not doing all it can and should be doing as to evaluation of the performance of the SAAs. ETS states that "VA is not prohibited from collecting any information that could be an indicator of performance," (p. 285) and implies that VA is at fault because, "to date little has been done to compile information that would allow an accurate evaluation of the performance of" the State's agencies. (p. 3)

Apparently, ETS bases its view of VA's authority and responsibility in this regard on:

(1) a part of the language of Sec. 1772, title 38: "Each State Approving Agency... shall furnish such other information to the Administrator as it and the Administrator may determine necessary to carry out the purposes of this chapter..." (p. 285), and

(2) a statement contained in the 1951 report of the House Select Committee to Investigate Education and Training Program Under the GI Bill: "any governmental agency has a primary and implicit duty, when dispensing tax money, to supervise the use of those funds in a fashion which will insure that the money is wisely and economically spent for the purpose Congress intended." (p. 286)

VA does not disagree with these two points but notes that they do not override the fundamental prohibition against the VA's exercising "any supervision or control, whatsoever, over any State Approving Agency, or State educational agency, or any educational institution." (Sec. 1782, title 38). Also, these two points offer no specific guidelines as to what VA should be doing that it already is not doing.

(3). VA's Reaction to F/C No. 1:

VA cannot agree that it is totally without "means of measuring the quality of the performance of the State Approving Agencies." Also, VA is unaware of any substantive reasons for believing that monies paid for SAA services have been unwisely spent. (Incidentally, comparability is not at issue here; as the report indicates the SAA system that exists today for the Vietnam Era program is essentially the same as for the WWII and KC programs. If anything, the report suggests that the initial administrative problems with the system were solved during the early WWII experience).

(4). Basis for VA Position:

Title 38 is quite explicit as to the services to be rendered by SAAs in the approval of either accredited or nonaccredited courses offered by educational institutions. This includes continuing oversight of the performance of the institutions concerned, and regular visits by SAA representatives to the institutions are required. SAAs furnish VA RO's with monthly activity reports, and copies of reports of visitations to schools and other educational establishments. Before reimbursing the SAA, the VA verifies from these reports that the SAA has in fact performed the services for which it contracted.

The VA also conducts surveys of approved schools to be sure they are in compliance with the controlling provisions of title 38 and related laws. If a school is not in compliance, VA notifies the SAA; if that agency takes no corrective action, VA may refuse to pay benefits to veterans enrolled in the school. The results of these compliance surveys, including information about violations that involve approval criteria -- and follow-up actions by the SAAs -- are reported periodically to VA Central Office.

Thus, VA does exercise -- through compliance surveys, auditing of vouchers, and regular reporting requirements -- its responsibility to evaluate the performance of SAAs from the standpoint of services rendered (under contract) and the standards and criteria they maintain in approving courses of education for veterans. The monies paid for these services is spelled out by a formula contained in the law.

An additional observation may be in order: In some respects, ETS's discussion of the function of SAAs seems to confuse the "quality of performance" of SAAs (as used in F/C No. 1) with the "quality of education" (pp. 281 and 287) received by veterans taking courses approved by SAAs. The assessment of quality of education within states is clearly outside VA's authority, and generally outside that of any Federal agency. States traditionally set their standards for educational curricula and controls. The provisions of Title 38 and VA's contracts with SAAs adhere to this concept. VA knows of no better or more workable system for approval of courses for GI education than to relegate it (under contract) to some agency of each state. In most states, the SAA for the veterans' educational programs through the years has either been a part of the state's Department of Education or has worked in close cooperation with such a department. Thus, whatever has been the yardstick for measuring (or seeking) quality education in a state for all its citizens, the same has applied for veterans pursuing a GI Bill program in that state. There has been no double standard in this regard.

(5). Recommended Action:

VA proposes to discuss in detail with the staffs of the Senate and House Veterans' Affairs Committees whether VA should take additional steps administratively, or whether there should be any change in law, to provide for the compilation of information specifically for the purpose of evaluating the performance of State Approving Agencies.

B. The Degree of Veterans Participation in the Program (p. 4)

The report includes four F/Cs concerned with "veterans participation." The first relates to the general issue, the second with black veterans, the third with educationally disadvantaged veterans, and the last with full-time versus part-time participation rates.

(1). Finding/Conclusion No. 2:

2. While the participation rate of Vietnam Era veterans is approaching that of World War II, this is not an adequate indicator of the effectiveness of veterans educational assistance. (p. 4)

NOTE: The use of the term "effectiveness" in this F/C clouds the basic issue, somewhat. VA has used participation rates only as an indicator of what percentage of eligible veterans use their GI entitlement, and not as a measure of whether the GI Bill educational programs were serving their intended purpose. ETS, however, is saying two different things at once in this F/C. First, it is saying that (for a variety of reasons) the participation rates for the three eras cannot be compared directly, and, second, it is saying that -- even if there were "equality of participation rates for the three GI Bills" -- this would not be "an adequate measure of their relative success in providing readjustment assistance." (p. 4)

(2). ETS Rationale:

In Chapter 8, "Participation Rates As Indicators of Effectiveness," ETS notes that as of June 1973 -- 85 months after the start of the Vietnam Era program -- the percentage of the veteran population that had entered training was 47.2%, compared (for the same elapsed time; i.e., 85 months into the other programs [illegible]% for WWII, and 41.9% for the KC (pp. 141-143). It is po[illegible], however, that the VN Era experience includes many servicemen (a portion of whom are career soldiers) and that the participation rate (hereafter, P/R) for VN Era veterans (i.e., in civilian life) was only 41.6%.

In Chapter 8 ETS discusses a variety of reasons why direct comparisons of the P/Rs for the three eras will not yield meaningful results. Chief among these are: the educational and socio-economic structure of the nation has changed greatly since 1945; the demographic characteristics of dischargees have changed (on the average, VN Era veterans were younger at time of separation than WWII veterans, they had a higher attained level of education, and they had fewer dependents); the pattern of release of servicemen from active duty after WWII was markedly different from that which followed service in the KC or the VNC. Also, as indicated above, active duty servicemen have been permitted to participate in the VN Era program, and this "makes an exact comparison of participation rates for the three programs impossible." (p. 141). Other factors which have affected the VN Era P/R are certain trends in education including increased popularity and acceptance of part-time versus full-time training, a swing toward public versus private institutions, geographic (i. e., state) variations in availability of relatively low cost, easily accessible institutions of higher learning, and the tremendous expansion in the number of community and junior colleges.

But, over and above the varying effects (on P/Rs) of these several factors, ETS switches the issue from not how much the GI Bill is used, to: how good is it? (with especial reference to the Vietnam Era program). On this, ETS comments as follows: ". . . a general participation index gives no sense of the kind of education veterans obtain through their benefits. While the Veterans Administration does now collect and report data on degree and vocational objectives, there is little data currently available on completion rates for veterans in such programs. Without this information it is difficult to determine the ultimate effectiveness of the GI Bill use. It should be noted that certain studies are currently in process which the VA believes will give such information."

(Nevertheless, ETS does rely on P/Rs in reaching certain of its other F/Cs).

(3). VA Reaction to F/C No. 2:

(a) VA agrees that the P/R for VN Era veterans is "approaching" that for WWII veterans, and VA is certain -- on the basis of its own studies -- that the P/R for the current program will substantially exceed the WWII mark.

(b) VA believes that P/Rs remain the only adequate indicator of the degree to which veterans enter GI Bill training, but agrees with ETS that P/Rs have limited usefulness in comparing the three GI Bill programs.

(c) VA is aware that P/Rs cannot measure the "effectiveness of veterans educational assistance," and -- as indicated in the above citation from the report (p. 141), VA has already commenced the collection of a variety of data in a better effort to measure "effectiveness" of the current program.

(4). Basis for VA Position:

Despite the admitted fact that the P/R for VN veterans is "approaching"that of WWII, several factors (not mentioned by ETS) have undoubtedly retarded the growth of their P/R. For example, a million VN Era veterans were out of service for up to two years before benefits became available to them; others returned to civilian life during the early period of the current program when monetary benefits were much lower than now; and the VN Era population still contains a large proportion who have only recently left the service and who have not yet had time to make use of their educational benefits. Evidence continues to mount, however, that the P/R for VN Era veterans will be much higher than for either of the two prior programs. For example, the P/R for veterans separated in FY 1970 already has reached 48%,with about 5 more years to go before they will lose eligibility to enter training. Also, the percentage of VN Era veterans who have used their entitlement to enter institutions of higher learning already exceeds that of WWII veterans.

(5). Recommended Action:

VA will continue to compute and use the VN Era P/R as one indicator of the effectiveness of the current GI Bill. It will also continue and intensify its studies of other factors in an effort to make the veterans educational assistance program even more effective and responsive to the needs of today's veterans.

(1). Finding/Conclusion No. 3:

3. The rate of participation in educational benefits among black veterans is substantially below that of white veterans and the overall participation rate. This is partly due to differences in age, unemployment, financial stability and dependency status. It appears that current efforts need augmentations in order to further motivate the black veteran to enter training. (p. 5)

(2). ETS Rationale:

ETS found that a lack of data made it impossible to compare P/Rs for WWII black veterans with that for VN Era black veterans. Also, only an indirect (and perhaps, faulty) comparison was possible with KC black veterans. On the latter point, ETS secured from National Urban League sources a report of "a total participation rate of 53 percent among black veterans under the Korean GI Bill (late 1962 - early 1963) ."(p. 169). This rate was compared with the P/R of 24.1% for black veterans as of June 1973. Thus, ETS noted that, if the KC figure were correct, then the P/R for today's black veteran lags by 28.9%. As to ETS's suggestion for augmented efforts to motivate more black veterans to enter training, the report cites data to indicate that there appears to be a wide variance between the percentage that VA feels it has contacted (80% or more) and the percentage of black veterans who state they "have received help or advice from any source" (only 17.3%). (p. 109). (This might be explained on the basis that there can be a great difference in mere "contact" -- i.e., the supply of information about benefits -- and what the receiver feels is actual "help or advice." Regardless, it is interesting to note that "the percentage of black veterans who claim to have received help or advice from the VA ... exclusively was 9.5 percent," while the percentage for non-black veterans in training was only 3.6 percent! (p. 109). This could be interpreted to show that VA has made an extra effort to help and advise black veterans. Another possible indicator of this, noted by ETS (p. 110), is that the educationally disadvantaged black veteran trains at a slightly higher rate than does the educationally disadvantaged non-black veteran.)

(3). VA's Reaction to F/C No. 3:

(a) VA agrees that the P/R for black veterans is lower than that for white veterans but the precise difference, while substantial, cannot yet be measured; also, there is no reliable basis for comparing the P/R for today's black veterans with those of either WWII or the KC.

(b) VA agrees that further intensification of its efforts to reach and motivate black veterans to enter training is desirable. (The report points out that the recently launched VA work-study program, together with the initiation of Advance Payment -- with this fall's enrollment -- "may increase the number of black veterans in training." (p. 5)

(4). Basis for VA's Position:

The only participation data available for black veterans under the current GI Bill are for limited periods and are usually taken about a year after discharge. Thus, as ETS agreed (p. 109), "total participation rates and sample rates for blacks are not strictly comparable." (VA's sample rates have shown a range in P/Rs among blacks from about 18% for those separated in 1968 to above 25% for those separated in early FY 1971. (p. 109). Such data cannot, however, be compared directly to the life-of-program estimate for the KC (53%), even if that figure were known to be correct.).

The data on page 109 of the report referring to the percentage of veterans who claim to have received "help or advice" appears to have been used out of context. The values cited (17.3% and 9.5%) were drawn from the Readjustment Profile (June 1973), an unpublished VA study. They refer only to veterans who have actually entered training under the GI Bill (thus, are far lower than the 80% "contacted" rate) and represent the percentage of such veterans who "received help or advice in making up your mind as to the type of training to take." When all types of help are taken into account, the Readjustment Profile cited by ETS (p. 109) showed that two out of three black veterans had contacted VA for help or assistance within approximately a year after their return to civilian life.

Also, VA finds it significant that more than half of the black veterans surveyed expected to be in training within the next six months, compared to slightly less than half for all other veterans.

(5) Recommended Action:

VA will continue to exert all feasible efforts toward motivation of black veterans to enter training. This will include intensification of cooperative outreach activities, utilizing wherever possible organizations oriented toward helping blacks. Also, VA will continue to emphasize the value of peer counseling, for blacks and other minority groups. (The percentage of blacks in GS-7 and above in Veterans Assistance positions rose from 8% of the total force in May 1970, to 13.2% in May 1973. The total minority representation rose from 12% to 18% at the same time. Many staff members of VA's inner-city USVACs (Veterans Assistance Centers) are black. In fact, two of VA's USVAC staffs -- Washington, D.C., and Los Angeles -- are all black, including professional vocational counselors, social workers, and management. ETS noted that these centers (72 in all) "by virtue of their inner-city locations, tend to reach a disproportionately large number of minority veterans." (p. 91))

(1). Finding/Conclusion No. 4:

4. Educationally disadvantaged Vietnam Era veterans, both white and black, are receiving more attention with regard to special education and training programs than have disadvantaged veterans of the two previous conflicts. Nevertheless, they currently still participate in educational programs at a much lower than average rate. (p. 6)

(2). ETS Rationale:

In Chapter 6 and elsewhere in the report, ETS describes the many increased efforts and special programs that were not available to veterans of the previous eras and that are of particular assistance to today's educationally disadvantaged veteran.

ETS notes, however, that there is insufficient direct data available on which to compare P/Rs of the educationally disadvantaged for the three GI Bill eras (pp. 92-93).

The P/R for the educationally disadvantaged VN Era veteran is estimated by VA to be 28.9% as of April 1973 (p. 100), and the great majority of these enter other than college-level training (p. 101). ETS points out that "VA has made especially successful efforts at helping the disadvantaged to avail themselves of on-the-job training opportunities." (p. 104).

(3). VA's Reaction to F/C No. 4:

VA agrees with ETS concerning the educationally disadvantaged veteran.

(4). Basis for VA Position:

No additional comments necessary.

(5). Recommended Action:

VA will continue its special efforts to increase participation of the educationally disadvantaged veteran in the GI Bill program. VA has recently initiated a plan to identify and locate every such VN Era veteran who has not yet entered into some form of training and who remains unemployed or underemployed. This effort will include utilization of all agencies and organizations, public and private, interested in outreach assistance to veterans, with a view to using those workers in best position to counsel and encourage this group of veterans.

(1). Finding/Conclusion No. 5:

5. Vietnam veterans are more likely to participate at less than full-time rates than World War II and Korean veterans.

(2). ETS Rationale:

The report states that, "The full-time participation rate for the World War II period was a full 9 percent higher than the rate for Vietnam Conflict veterans. Of those in training under the World War II GI Bill, 64 percent trained full-time as compared to 59 percent full-time trainees during the Korean GI Bill period, and 52 percent of Vietnam Era trainees." (p. 157).

ETS also notes that "68 percent of all students attending institutions of higher learning are full-time students compared to 65 percent of veterans." (p. 157). (ETS does not say whether it considered this slight difference to be statistically significant. Also, it is not apparent whether the data was adjusted to account for the fact that "all students" would include many females, whereas the veteran group would be almost all males). ETS did comment on the "increased ... popularity and acceptance" of part-time training since 1945. (p. 157).

(3). VA's Reaction to F/C No. 5:

VA does not accept the validity of F/C No. 5. Even if true, it has relatively small bearing on the comparability of programs or participation rates.

(4). Basis for VA's Position:

VA believes the decrease of full-time training by veterans under the current program, as compared to WWII, is directly related to the lesser usage of on-job and on-farm training by VN Era veterans. When participation in those two types of training is compared, VA finds that 9% more of the eligible veterans pursued such training -- all on a full-time basis -- in the WWII program. This balances against the 9% lesser usage of full-time training in the current program.

(5). Recommended Action:

None.

C. The Adequacy of the Program Benefits to Veterans, Educational and Training Institutions, Work-Force, and American Society (p. 7)

The foreword to this section's F/C's notes that the ETS study -- as concerns adequacy of program benefits -- has concentrated on "adequacy" with respect to veterans "in light of changes in the economic variables over time." These "changes" are analyzed in two chapters: Chapter 3, "Comparability of Benefit Levels"; and, Chapter 4, "Adequacy of Benefit Levels."

Out of these analyses, ETS presents seven F/C's. These are Nos. 6, 7, 8, 9, 10, 11, and 12. VA's examination of these F/C's and the underlying data, suggests that No. 6 is the general F/C and encompasses much of what the other six have to say; Nos. 7 and 8 can be viewed together; No. 9 stands alone; and, Nos. 10, 11, and 12 are interconnected. This same arrangement, of the seven F/C's will be followed, below, for purposes of VA's analysis.

(1). Finding/Conclusion No. 6:

6. In general, the "real value" of the educational allowance available to veterans of World War II was greater than the current allowance being paid to veterans of the Vietnam Conflict when adjustments are made for the payment of tuition, fees, books and supplies. (p. 7)

(2). ETS Rationale:

VA finds it very difficult to understand how ETS reached the above

F/C. In the first place, it obviously is related to discussions in Chapter 3, "Comparability of Benefit Levels."

In that chapter, ETS uses the term "real" in a variety of senses and connections. To wit: page 27 -- "the 'real' availability of (or ability to utilize) educational benefits is a function of not only being a veteran but also the function of a particular state of residence;" page 28 -- "the 'real' measure or value of the educational benefits is the goods and services it will produce;" page 29 -- "a measure of the 'real' value of educational benefits or what dollar amount in benefits would be required to provide parity in purchasing an education between the veteran of World War II and his Vietnam counterpart may be ascertained by adjusting the educational benefits for changes that have occurred in the Consumer Price Index."

As to this latter use of the term "real", ETS (p. 31) proceeded to make the suggested computation -- that is, the amounts available in 1948 (when World War II rates were at their highest level) for a single veteran in an institution of higher learning were matched on a constant dollar basis with the amounts available currently for a similarly situated Vietnam veteran.

After making this comparison (see Table 2, page 32) ETS found that, for the case of two veterans -- one World War II (48 - 49 school year) and one Vietnam Era (72 - 73 school year) -- both going to a four-year public IHL where tuition and other costs were at the average for all such schools, the Vietnam Era veteran actually has $292 (per 9-month school year) more in buying power than did the WWII veteran! (However, his tuition and other costs are somewhat higher so he realizes only $105 of this, to be applied toward his subsistence expenses).

ETS summed up this computation as follows: "It is apparent that the average Vietnam veteran attending a 4-year public or a 2-year public institution has educational benefits slightly higher than his World War II counterpart when adjustments for changes in the Consumer Price Index are made." (pp. 31 and 33)

Considering this, F/C No. 6 (to the effect that the "real value" of WWII benefits was greater) seems glaringly inconsistent.

But, ETS used that term "real" in still another connection. After comparing U.S. average monthly earnings with GI Bill benefits for the years 1948 and May 1973, ETS states that "It is apparent that inflation and a rising standard of living have taken their toll on the Vietnam veteran's benefits and that his 'real' ability to purchase postsecondary education has diminished with respect to his World War II counterpart." (p. 35, and Table 4, p. 36)

This analysis bears some examination because it appears to be the primary foundation for F/C No. 6.

In the first place, ETS does not state why it is pertinent to compare GI Bill benefits with average monthly earnings in the U.S. Those earnings, incidentally, had climbed 3-fold in the period 1948 - May 1973 (according to Table 4, p. 36). Meanwhile, as shown in Table 1 (p. 31), average tuition charges for public schools had risen only slightly more than 2-fold. And ETS has demonstrated (on a constant dollar basis) that the Vietnam Era veteran was receiving (in comparison with WWII veterans) enough, and perhaps slightly more, dollars to keep abreast of this rise in education costs (That is, "inflation" had not diminished his benefits, insofar as the rise in average educational costs are concerned).

Therefore, the statement on page 35 to the effect that the U.S. wage earner's "rising standard of living" has taken its toll on the Vietnam veteran's benefits makes no sense at all.

VA believes that ETS has not made a case for its statement in F/C No. 6, but has made a case for its showing that, in terms of buying power, the educational assistance for Vietnam Era veterans is comparable to that available to WWII veterans.

ETS raised one other point in this discussion; that is, that the WWII veteran was "generally better off because many institutions provided special low-cost veterans housing and other special benefits," (p. 8 and 33), in contrast to "little if any" such assistance today.

This type of assistance certainly wasn't available to all WWII veterans, so it could not have made them, as a class, "generally better off." Also, it seems reasonable to believe that other kinds of assistance from institutions today (grants and loans), as well as Federal student aid programs, would be an offsetting factor that should make for Vietnam Era comparability in this regard. (At any rate, VA does not believe that the sometimes availability of low-cost housing on campus for WWII GI students can be "weighted" with sufficient precision to be included in the comparability study contemplated by P. L. 92-540).

A final observation on this issue: ETS has not given any weight to the fact that, under the WWII program, subsistence allowances were keyed (by law) to a veteran's outside income; i. e., after a certain limit, the VA allowance was not payable.

(3). VA's Reaction to F/C No. 6:

VA disagrees.

(4). Basis for VA Position:

The Consumer Price Index comparison made by ETS, and VA's own studies, show that the "real value" of the educational assistance currently provided to Vietnam Era veterans is at least equal to, if not better than, that provided to WWII veterans in 1948.

(5). Recommended Action:

None.

(1). Finding/Conclusion Nos. 7 and 8:

7. When educational allowances for the Vietnam veteran are adjusted for the average tuition, fees, books and supplies at a 4-year public institution, the benefits remaining are insufficient to meet the veteran's estimated living expenses. (p. 8)

8. When total resources available to the veteran for an academic year are compared with his estimated living expenses for a similar period. Substantial need exists for additional resources to meet educational costs. (p. 9)

(2). ETS Rationale:

In Chapter 4, ETS analyzes considerable data as to the costs of education and living expenses with especial reference to today's veteran. It then matched these costs against the current benefit levels for veterans in GI education programs at IHL, and against other resources available to such veterans.

In this Chapter, there was no reference whatsoever to similar data for WWII veterans.

In summary, ETS found that the educational assistance allowance is not enough to cover all of a veteran's expenses. F/C No. 7 says, in effect, if the veteran uses his GI stipend to pay for the average costs of going to a 4-year public institution, there will not be enough left over for subsistence purposes. ("Remaining benefits available for subsistence purposes range from some 63 percent of estimated living expenses for single veterans to only 50 percent of estimated living expenses for those veterans who are married" p. 8). On the other hand, F/C No. 8 says, in effect, the veteran is without sufficient resources to cover his estimated living expenses plus educational expenses. ("Only the married veteran with a working spouse contributing over $2,400. . . has sufficient resources to meet estimated living and average educational expenses." p. 9).

(3). VA's Reaction to F/C's 7 and 8:

VA does not disagree that the GI educational assistance allowance cannot, in many instances, meet all of a veteran's financial needs. This was also true of the World War II veteran. Furthermore, the GI allowances were never intended to be more than "partial" assistance toward a veteran's education or training.

(4). Basis for VA Position:

As ETS points out, "The GI Bill has traditionally been only an element -- but a major one -- in the living funds available to veterans." (p. 33). Also, ETS notes that those institutions which provide students with financial assistance still expect them to "provide some portion of their own expenses from their own efforts." Just as in the case of World War II veterans, this "self-help" can take many forms. ETS mentions: contributions from personal savings, part-time employment, and spouse's earnings. (p. 54). (Incidentally, F/C No. 8 appears to be based on values of veterans' educational allowances prior to P. L. 92-540. See Tables 21, 23 and 24 in Chapter 4).

(5). Recommended Action:

Congress should not make a major change in the nature and purpose of the GI educational assistance program. VA believes it important to maintain a reasonable relationship between the educational assistance available to nonservice-disabled veterans (intended to be a partial support program), and the vocational rehabilitation assistance available to certain service-disabled veterans (intended to be a full support program).

(1). Finding/Conclusion No. 9:

9. While other federally funded student aid programs are available to veterans to assist in the financing of their postsecondary education, it appears that participation by veterans of the Vietnam Conflict has been relatively small. The small participation of veterans in these other federally funded student aid programs may be attributable to the policy of institutional financial aid officers of giving priority in the allocation of financial aid resources to those students with the greatest financial need. (p. 9)

(2). ETS Rationale:

This F/C was drawn solely from a 1972 survey of students enrolled in higher education in California. Sixteen percent of a sample of about 161,000 indicated that they were veterans. Although the study found relatively slight participation in most student aid programs, nearly 11% of the veterans in that study reported that they had received assistance (averaging $981) from the Federally Insured Student Loan program.

(3). VA's Reaction to F/C No. 9:

VA does not feel that the data cited is sufficient on which to base a generalization about all Vietnam veterans. Even so, the nearly 11% participation in one program, plus the lesser percentages in others, is impressive.

(4). Basis for VA Position:

No additional comment indicated since the F/C deals with non-VA programs. It can be noted, however, that these programs were not available to veterans of the earlier conflicts.

(5). Recommended Action:

None.

(1). Finding/Conclusion Nos. 10, 11, and 12:

10. The accessibility of postsecondary education for the Vietnam Conflict veteran is a function of not only his military service but also his particular state of residence. The effectiveness of the benefits is directly related to the availability of low-cost readily accessible public institutions. The current veteran seeking to use his educational benefits finds that equal military service does not provide equal readjustment opportunities with respect to attendance at postsecondary schools. This is particularly true of institutions of higher education. (p. 10)

11. It appears that the states are subsidizing the cost of education for veterans of the Vietnam Conflict as compared with earlier subsidization by the Veterans Administration. Since higher costs of education appear to reduce participation, this is a significant factor in determining whether the veteran in a particular state will participate in education. (p. 11)

12. Current benefit levels, requiring as they do the payment of tuition, fees, books and supplies, and living expenses, provide the basis for "unequal treatment of equals." To restore equity between veterans residing in different states with differing systems of public education, some form of variable payments to institutions to ameliorate the differences in institutional costs would be required. (p. 12)

(2). ETS Rationale:

The rationale for these three F/C's starts from the premise that the allowances provided WWII veterans made it possible for them to attend "almost any post-secondary institution" (i. e., either public or private) and veterans then "were about equally divided between public and private institutions." (p. 10).

Next, ETS points out that -- since the WWII era -- educational costs have risen (on the average) from about 2-fold for public IHL to 5-fold for private IHL. This growing disparity in charges between public and private schools has caused a "decided shift" in total college enrollment from private to public institutions. (The data used for this comment makes clear that non-veterans have made this "shift" as well as veterans. See Table 5, p. 28).

ETS then states that "the current veteran is attending public institutions to a far greater extent than his non-veteran counterpart." (p. 11). The actual difference is four percentage points -- 81% of all veterans in IHL are in public schools, compared to 77% of all non-veteran students (see Table 6, p. 39, as modified by the Errata Sheet) -- although veterans are using 2-year public schools more heavily than non-veterans, 39% vs. 29% (or, as ETS notes, "over one and one-third times as great" p. 11).

ETS follows with the observation that "Those states with the most highly developed low-cost public educational systems have the greatest degree of participation by Vietnam veterans." (p. 11, and pp. 39-41). ETS bases this point primarily on the data in Table 7 (p. 40) which ranks states by the percentage of its total VN Era population (as of April 1973) that have ever been in junior and 4-year colleges under the GI Bill. This ranks California highest (37%) down to Vermont (14.2%).

NOTE: This compilation does not account for the high degree of migration by veterans, and for those who have achieved "residency" status elsewhere before applying for VA educational benefits.

From this analysis, ETS suggests: "There is a strong presumption that veterans living in states without [highly developed low-cost public educational systems] benefit less from the GI Bill because they cannot meet the combined costs of education and subsistence." (p. 11).

(3). VA's Reaction to F/C's Nos. 10, 11, and 12:

VA does not agree that "equity" would be restored by the suggested system of "variable payments" based on a veteran's state of residence. It is believed that this would create far more problems than the one it is designed to overcome. It definitely would be inconsistent with the approach that is generally applicable in the dispensation of Federal Veterans' benefits based on active military service.

(4). Basis for VA Position:

The intent of the law is not to purchase a complete education for an eligible veteran but to provide him with a measure of assistance while he is training. Thus, the monthly amount of educational assistance is the same for similarly circumstanced veterans during the period that each is in training. This is in keeping with the philosophy of the program that educational assistance is designed to help a veteran meet, in part, his educational expenses, and not to serve as a tuition grant.

The variations in the cost and accessibility of education from State to State are not the responsibility of the Veterans Administration or the Federal government. VA questions whether comparably more Federal funds should be provided to States whose public educational institutions have high tuitions.

ETS's conclusion that some form of variable payments would restore equity is not necessarily valid, because it would not solve the problems of accessibility or entrance requirements. Also, the host of problems created by "variable payments to institutions" during the administration of the World War II GI Bill caused Congress to change to the present system of payment.

Further, reverting to such a system would lower total benefits to the majority of veterans and increase them to a smaller number of veterans enrolled in the higher-priced institutions.

Finally, it might be noted that the provisions of a substantially higher benefit for veterans, especially if paid directly to the schools, might be self-defeating. On page 37 of the ETS report there is, perhaps, an extremely instructive observation. The text notes that, "immediately prior to the influx of returning World War II veterans, tuition charges at private colleges were about three times as high as they were in the average public institutions. In the immediate post-war period, the gap narrowed considerably (basically caused by the fact that most public institutions were reimbursed for veterans' tuition at nonresident rates). Thus, chasing after today's ever climbing gap between private and public school costs might result primarily in driving up tuition charges by the latter institutions.

It may also be of interest here to comment on the inconsistency of ETS's concern for the need to encourage more veterans to enter below college level training, rather than into institutions of higher learning! (See ETS's F/C No. 19, and statement at the top of page 178).

(5). Recommended Action:

None.

D. The Available Information and Outreach Efforts to Meet the Various Educational and Training Needs of Eligible Veterans.

This section contains four F/Cs. One deals with VA's personal contacts with veterans, one with its counseling of veterans, one with public attitudes toward veterans, and one with concern on the part of the major veterans organizations.

(1). Finding/Conclusion No. 13:

13. The outreach efforts of the VA have been successful in informing veterans, especially the educationally disadvantaged, that benefits are available. But in both informing and counseling, there has been a decrease in personal contact.

(2). ETS Rationale:

Chapter 11 deals with "Informing and Counseling the Veteran." It traces the changing concepts and practices in regard to VA's effort to contact, inform, and advise veterans relative to the programs of benefits and services available to them. It notes that, prior to the Vietnam Era, VA activities in this field were less than "promotional." (pp. 215-217)

However, "The situation was far different for the Vietnam period. . . .Recognizing the distinctive social and personal problems of the Vietnam veteran and the activist social milieu, the VA decided to aggressively seek out and inform veterans of their rights and benefits. Special efforts were designed to reach out to the educationally disadvantaged." (p. 218)

The report identifies and describes most of the features of VA's new "outreach" program (pp. 218-228), as well as the many supportive outreach efforts of concerned non-VA agencies and organizations (pp. 230-234).

While admitting that VA's contact effort today "appears to be more efficient" (p. 235) than post-WWII, ETS contends that it is "less personal." This is based on two observations: (1) there are fewer contact locations and contact employees today, and (2) "today's veterans assistance effort puts greater emphasis on group orientations, mail campaigns and telephone service than on the wide geographical distribution of its personnel." (p. 219)

This second point is basically true but the first needs another look. ETS points out (pp. 13 and 218) that in 1947, VA had 1,240 contact locations and 6,492 contact employees, compared to 247 locations and 1,835 employees in 1972. Yet, it does not relate these figures to the fact that in 1947 VA was attempting to cope with a WW II veteran population of about 16 million -- most of whom were released from service in less than a 2-year period -- while the 5+ million post-Korean and Vietnam Era veterans were discharged in greatly reduced numbers and over an extended period of years.

(3). VA's Reaction to F/C No. 13:

VA agrees that there has been a decrease in personal contact with veterans but in no way agrees that this has meant a decrease in service to veterans. VA has actually increased its overall informational service to veterans.

(4). Basis for VA's Position:

As ETS states, "The VA has shifted from a passive information role of responding to inquiries to one that actively seeks to inform the veteran of his benefits. The outreach effort includes such programs as overseas orientations, presentations at separation points, a series of letters mailed to recently returned veterans, one-stop assistance centers, mobile vans, and toll-free telephone lines." (p. 13)

Also, there is good reason for an actual decline in first-time personal interviews today. The number of newly discharged veterans notified by VA of benefits peaked in fiscal year 1970; the present discharge rate is only 47% of the 1970 total. The number of educationally disadvantaged veterans has dropped off at an even more dramatic rate.

Nationally, the number of personal interviews reported has been fairly stable, peaking in FY 1971, dropping slightly in FY 1972, and increasing 1% in 1973. There is no indication when the number of telephone interviews, generated in part by the expansion of the toll-free service, will peak.

(5). Recommended action:

None, other than to maintain VA's efforts to fulfill its outreach program responsibilities. This will include expansion of toll-free telephone service (which already covers 70% of the population) to additional areas. It will also include intensification of efforts to locate all disadvantaged veterans not yet participating in GI education or training, and all eligible disabled veterans who might need initial or further vocational rehabilitation.

(1). Finding/Conclusion No. 14:

14. The quantity of counseling to veterans under the GI Bill has declined over the years. (p. 13)

(2). ETS Rationale:

ETS points out that "The percent of veterans counseled has declined from 12.9 percent under PL 346 and 10.2 percent under PL 550 to 3.8 percent under PL 358 through FY 1973." (pp. 13 and 240)

(3). VA Reaction to F/C No. 14:

VA agrees with the statistics cited above but does not believe that the overall Vietnam Era program has necessarily suffered because of the decline.

(4). Basis for VA position:

Counseling remains an important aspect of VA's educational program. It is, however, a service which the veteran, initially, may elect to receive.

As the ETS report points out, the decline in VA counseling must be viewed in light of the marked increase of other counseling services: "The general availability of counseling today is far greater than during either of the earlier periods. Almost all schools have guidance counselors. Most colleges and universities have well staffed counseling centers. Community services have greatly increased." (p. 243) A recent VA study, mentioned in the report (p. 243), indicates that most veterans, who seek counseling today, receive it from one of these non-VA sources.

Thus, the decline in VA counseling of veterans has been more than offset by the general increase in non-VA counseling services. It might also be true that today's better-educated veteran is less in need of professional help for selection of his educational objective.

Nevertheless, VA has taken several administrative steps to expand its counseling services. The application form has been revised to require a definite statement if the veteran desires vocational counseling. This insures that he is aware of this VA service. Also, in April of this year, professionally qualified counselors were assigned to each of VA's 72 USVAC's and Veterans Assistance Divisions. They are immediately available to initiate counseling, especially with educationally and economically disadvantaged veterans.

(5). Recommended action:

None, other than to pursue the efforts mentioned above.

(1). Finding/Conclusion No. 15:

15. Public attention to veterans and their problems today appears to be of lesser magnitude than during the post-World War II period, though it may be more comparable to that of the Korean Conflict period. Public attitudes toward veterans and wars fought have also changed markedly.

(2). ETS Rationale:

In Chapter 7, ETS discusses "Public Attention to Veterans," and suggests that "The treatment accorded veterans of each of the three wars has been determined in large measure by public attitudes and attention." (p. 115) (It is not clear whether "treatment" in this context refers to the quantity and quality of veterans benefits and services; if so, VA could not agree with the statement).

At any rate, the study cites surveys of mass media coverage during the different eras, purporting to find that "the number of articles and stories about veterans and their problems after World War II was more than ten times as great as during and after Korea and Vietnam." (p. 14). Assuming the correctness of this finding, it does not necessarily mean anything except that the magnitude of the veterans' population, and therefore their problems, was so much greater. As the report notes, many of the articles during the World War II period had to do with GI Bill abuses (p. 119), whereas there is a "virtual absence of stories about veteran or institutional abuse of the GI Bill in recent years." ETS also suggests other possible reasons for fewer stories today. (Actually, VA sees no appreciable let-ups in the current plethora of daily newspaper articles concerned with veterans, their programs, or the VA).

ETS also attempts to document the widespread view that the "unpopularity" of the Vietnam conflict has "rubbed off" to some extent on public attitudes toward veterans." (pp. 115-116). Primarily, ETS cites the October 1971 poll by Louis Harris and Associates: A study of the Problems Facing Vietnam Era Veterans: Their Readjustment to Civilian Life.

(3). VA's Reaction to F/C No. 15:

While the matters referred to are of concern to VA, it is not clear from the study how they affect comparability of GI Bill benefits or the operation of the current veterans' educational assistance program.

(4). Basis for VA position:

It is not shown that public and congressional concern over the Vietnam War has detracted from the benefits and services available to today's veteran. If anything, Congress and the Executive Branch has made an extra effort to help Vietnam Era veterans cope with their special readjustment needs.

(5). Recommended action:

VA will continue to bend every effort to insure that its personnel will provide prompt, courteous, and compassionate service to all veterans and their dependents.

(1). Finding/Conclusion No. 16:

16. Vietnam veterans appear at a disadvantage when compared with veterans of World War II in terms of the attention to their needs provided and generated by major veterans organizations.

(2). ETS Rationale:

Chapter 7 contains an extensive section on "Attention of Veterans Organizations." (pp. 119-128). It seeks to establish that attention to the needs of Vietnam Era veterans on the part of the major veterans' organization has not been comparable to that shown veterans of earlier wars, especially as concerns educational benefits. "While services performed for veterans have remained similar, lobbying and public information efforts of the major veterans groups have become more moderate in recent years and contrast vividly with efforts on educational benefits on behalf of World War II veterans." (p. 14).

(3). VA's Reaction to F/C No. 16:

VA considers this F/C subordinate to the basic purposes of the study, and feels that other comment by VA would be inappropriate.

(4). Basis for VA position:

As stated above. It should be noted, however, that VA has had very good support for and active cooperation in its outreach program by all of the major veterans' organizations. Most have undertaken special programs of their own for this purpose.

(5). Recommended action:

None on VA's part, other than its continuing policy of cooperation with all veterans' groups and organizations.

E. The Nature and Degree of Abuses in the Programs and the Effectiveness of the Safeguards Established (p. 15)

This section contains only one formal F/C, relating to abuse problems with training by correspondence. The general topic of Correspondence Training by Veterans - Use and Abuses, is dealt with (pp. 179 - 189) as a section of Chapter 9, "Non-Degree Educational Programs". The larger issue of abuses in the three GI Bill programs is covered under the subject of "Administration of Benefits," in Chapter 12. (See especially pp. 246 - 248).

In general ETS found that abuses were much more serious and widespread (p. 246) during the World War II program (largely "the result of the sheer volume of trainees at a particular point in time and a lack of previous involvement of federal programs in the educational process." p. 15). Chapter 12 traces the legislative and administrative efforts to correct those early "abuses". The report gives PL 82-550 (the Korean Conflict GI Bill) major credit for the improvements, and notes that its main features were incorporated into PL 89-358 (the Vietnam Era GI Bill).

ETS now observes that "the probability of such abuses occurring at the present time would appear to be minimized . . ." (p. 15), but that correspondence programs still present potential problems, as noted below.

(1). Finding/Conclusion No. 17:

17. While progress has been made toward reducing abuses in training by correspondence, some problems remain which warrant careful scrutiny and safeguards. (p. 15)

(2). ETS Rationale:

Two primary concerns are expressed:

(a). "completion rates appear to be low" for veterans training by correspondence; and

(b). "it appears that problems involving the advertising and sales functions of some schools remain, though they are less flagrant than in previous years." (p. 15)

(3). VA's Reaction to F/C No. 17:

VA agrees that the issue of abuses in the correspondence training area is greatly improved. It also agrees that this is an area that needs to be examined closely, though recent legislative and administrative initiatives should tend to minimize future problems.

(4). Basis of VA's Position:

Because allowances for training provided by correspondence are based on the cost of the course, this area is subject to a continuing potential for abuse. Provisions of the Vietnam Era Veterans' Readjustment Assistant Act of 1972 (PL 92-540), enacted October 24, 1972, affords greater protection to veterans pursuing a home study program and hopefully will eliminate a number of the abuses that have occurred in the correspondence field. These legislative changes were VA-initiated. Also, VA has taken several administrative steps to improve this situation.

A bulletin recently distributed to all VA regional offices contains information about correspondence courses that are approved for the enrollment of eligible veterans. The application for educational or training benefits specifically advises the veteran who is considering a home study course that he should explore the field to be sure it is suitable for his abilities and interests before he signs a contract and tells him that information about correspondence courses is available at the VA regional office.

This application and VA personnel both stress to veterans that professional VA counseling, while not mandatory, is available to assist them in career exploration, choice and planning. Applicants are also advised that information on completion rate statistics are available at the nearest USVAC or regional office.

In addition to these VA efforts, the Federal Trade Commission recently printed packets consisting of four items relating to contracting for correspondence courses. The packet explains the fraudulent and misleading advertising practices and sales techniques which applicants could encounter. Copies have been mailed to each VA regional office for use by personnel who assist veterans with their applications for educational benefits.

(5). Recommended Action:

Continued application by VA of the above mentioned safeguards, and continued scrutiny of the practices of correspondence schools.

F. The Execution and Administration of Educational and Training Programs (p. 16)

Under this heading, ETS sets forth four F/Cs. The first relates to VA's overall administration of the GI Bill programs, the second with the different means of measuring attendance and progress as between below college training and training in institutions of higher learning, the third and fourth are concerned mostly with the efforts and programs of other Federal agencies as to educational assistance for today's veterans.

(1). Finding/Conclusion No. 18:

18. In general, the Veterans Administration has administered the education benefits programs effectively and responsibly over the three conflict periods. (p. 16)

(2) ETS Rationale:

This F/C was extracted from ETS's analysis of the "Administration of Benefits," in Chapter 12. The discussion there traces the legislative and administrative developments that have affected the machinery by which VA administered the GI Bill programs.

Summing up its resume, ETS states that;"The organizational history of the VA is highlighted by developments reflecting functional changes based on operating experience and the establishment of safeguards." (p. 16). ETS further comments that "great progress has been made in reducing abuses in the programs and operational inefficiencies." (p. 16)

On the latter point, ETS specifically mentions delays in benefit payments. It indicates that only a part of the fault lies with VA, and "the VA appears to be taking steps to improve its service to veterans in this regard through instituting several new procedures, but it is too early to evaluate the effectiveness of these changes." (p. 16)

(3). VA's Reaction to F/C No. 18:

VA agrees that its organizational structure has kept pace with changing experience and legislative requirements, in the administration of the educational programs. It also agrees that some operational problems remain, especially as concerns late payment of educational assistance checks. It believes, however, that some recent administrative innovations will go far to correct this problem.

(4). Basis for VA's Position:

Increased efficiency has always been an aim of the VA's education program, and VA has learned from the mistakes made during both the WWII and the Korean conflict programs. Vietnam Era veterans are the recipients of this experience.

The 1971 Management Engineering study, "Review of Complaints Regarding Education Payments," to which the ETS study referred (p. 258), did reveal that 85.4% of the complaints concerning VA's educational program involved late payments. However, it went further to study the specific reasons for delay. The two most frequently occurring reasons, "enrollment certification incorrect, incomplete or not submitted timely" and "certification of attendance incorrect, incomplete or not submitted timely", accounted for over 43% of the causes of delay but were problems created by the school or the veteran and were beyond VA's control.

The next four ranking reasons for delay, accounting for 37.4% of the delays studied, were a result of VA procedures - "Certificate of Eligibility-related causes," "file unavailable for processing," "input rejected," "award incorrect or not processed timely". Since this 1971 VA study, VA has taken positive action to correct these inefficiencies and to speed delivery of education benefits payments. For example, since May 17, 1972, regional offices have accepted telephone requests for change of program, place of training or certification of attendance or training. A Veterans Assistance Counselor may accept a telephone request and complete and sign the request for the veteran as if the veteran had completed the request on his own.

VA has begun using optical scanning equipment to reduce processing time and expedite payment, and is now using a computer to issue the veteran a combined Notice of Eligibility, Application and Enrollment Certification. "One Shot Input" has been implemented to secure, in one package, the processing of the Enrollment Certification, Certificate of Eligibility and application of original school entrance.

Further, advance payments and prepayments should help resolve some of the complaints mentioned in the 1971 study.

These measures cannot solve the problem overnight, but they are examples on actions taken to improve VA's record in keeping late checks to a minimum.

The ETS study did not mention hardship payments which are meant to ease problems created by late delivery of checks. Stations are authorized to consider hardship payments for claims three months old. Hines DPC processes these hardship claims daily and Treasury sends the checks air mail.

ETS did mention (pp. 259 and 260) two other VA innovations which promise to improve upon VA's capability of providing timely and effective service. The first is the new "team approach" to adjudication. This is already -- in test situations -- showing that it can eliminate backlogs in processing educational benefit applications. The other is the planned "on-line" computer system -- now in design process -- which is expected to make dramatic advances in records processing, retrieval of information, and almost instant status responses.

(5). Recommended Action:

VA will continue to apply all feasible solutions to correction of operational problems, and evaluate their immediate and long-range potential for improved efficiency. VA will also continue to conduct the recently launched longitudinal study, which provides for a series of data to be used as a basis for evaluating the effectiveness of existing programs and policies. This study will follow veterans for the first ten years after their return to civilian life.

(1). Finding/Conclusion No. 19:

19. Differences in treatment of veterans pursuing college degrees and veterans pursuing non-degree postsecondary educational programs may be inhibiting the use of benefits for below college level training. (p. 16).

(2). ETS Rationale:

This issue is discussed in Chapter 9, "Non-Degree Educational Programs," under the headings of Clock Hour vs. Credit Hour Policy (pp. 168 - 170), and Attendance Procedures (pp. 170 - 173).

ETS sums up its objection to the clock-hour requirement by noting that "the student pursuing a vocational education must spend many more hours in pursuit of his education than a student in a degree granting program." (p. 170). As to the attendance issue, ETS points out that: "A veteran in a college-degree program certifies once a year or term as to his attendance and sends the form back to the VA. Veterans in non-degree-granting programs must fill out attendance cards once a month, certifying their absences; have the cards verified and signed by the registrar of the institution or person in charge of veterans' affairs, and then send the Certification of Attendance cards back to the VA." (p. 172).

ETS's discussion of these matters does make clear that the VA's differential treatment of vocational technical training is based on long experience and has legal backing in title 38. Nevertheless, ETS feels that this policy is outmoded, unnecessarily discriminatory, and -- as F/C No. 19 -- suggests, "may be inhibiting the use of benefits for below college level training."

ETS indicates that part of its concern is based on the prediction that, "80 percent or more of all jobs will require fewer than 4 years of college by 1980:" yet, over 50% of veterans in training today are enrolled in colleges and universities, pursuing degrees, while slightly over 30% are in postsecondary programs not leading to a standard college degree.

(3). VA's Reaction to F/C No. 19:

VA cannot agree that all differences in measuring progress and attendance -- as between vocational technical schools and institutions of higher learning -- can be eliminated. However, there may be a need to modify the requirements concerning BCL programs.

(4). Basis for VA's position:

The law and regulations described by ETS as too restrictive were instituted to protect veterans from abuses experienced under the WWII program.

Collegiate degree courses and vocational courses are essentially different, whether given in the same or different schools. The objectives of vocational courses are usually vocational or occupational competence. Emphasis is placed on instruction which trains the trainee in a skill for which there is an employment market while college degree courses place emphasis on achievement beyond the purely vocational.

The strict attendance required at a vocational institution is believed necessary to insure that the student receives the necessary technical training. If a student is not present at the required sessions, he misses the opportunity afforded him by demonstration and individual instruction to develop the necessary expertise in his field.

In making the point that over 50% of the veterans training under the GI Bill are enrolled at the college level (even though the Bureau of Labor Statistics predicted that 80% or more of the 1980 jobs will require fewer than four years of college) the ETS study compared trainees under the GI Bill with total labor force need. For this comparison, all veterans should have been included, whether or not they were in training under the GI Bill, thus shrinking the proportion of those with some college training to about one of three. The analysis further ignores the fact that many of the 80% jobs requiring fewer than four years of college do require two or three years of college and that a substantial proportion of the veterans in college are enrolled in two-year terminal courses. In April 1973, 81% of the college trainees were enrolled in public schools and about half of these were enrolled in two-year colleges.

(5). Recommended Action:

VA will review this entire issue, in the light of ETS's observations, and will seek the views of the staffs of both the Senate and House

Committees on Veterans' Affairs. (In 1971, VA did recommend a liberalization -- to apply in the case of trade or technical courses given at an institution offering courses leading to a standard college degree -- but the proposal was not endorsed by the Congress).

(1). Finding/Conclusion No. 20:

20. The limited effect of other Federal agencies' efforts to provide education and training to veterans has been due in part to a lack of overall direction, leadership and coordination. Although the degree of coordination between the VA and other agencies is greater now than during the previous two conflict periods, it remains limited. When the VA has exercised initiative and leadership the results have been good. (p. 17)

(2). ETS Rationale:

The matter of coordination with other organizations and agencies is treated as a section (pp. 262-273) of Chapter 12, "Administration of Benefits."

ETS notes that VA has increased its working relationships with Federal agencies, but that "VA's coordination effort varies greatly from agency to agency." (pp. 17 and 273)

ETS also notes that VA has increased its ongoing working relationships with other groups serving veterans, both national and local, but that: "a more active, concerted effort . . . would greatly increase the effectiveness of services rendered to veterans and more fully utilize the existing wealth of resources at the national, regional, and local levels." (pp. 17 and 273)

(3). VA's Reaction to F/C No. 20:

VA agrees with ETS that present efforts can be improved upon and that continued and intensified efforts are desirable to ensure the fullest utilization of the GI Bill program for Vietnam Era veterans. On the other hand, VA does not agree that the effects of its coordinating efforts with other Federal agencies should be characterized as "limited," or that there has been a lack of overall direction, leadership and coordination.

(4). Basis for VA's Position:

ETS acknowledges that there is no standard formula by which coordination between VA and other groups can be evaluated (p. 262), and that there are few "clear cut patterns in the area of coordination." (p. 273). VA believes that this stems from the fact that no two of its relationships with other Federal agencies can be alike precisely because the basis and the reasons for interaction with VA vary from agency to agency. Also, the need for interaction can vary over time due to new developments or special problems. Thus, VA does not consider that, as ETS claims (p. 273), it places major emphasis on "ad hoc problem-oriented coordination." Such coordination is necessary frequently but it is not a substitute for the ongoing liaison which VA maintains with all other Federal agencies having problems which in any way coincide with or can interface with VA educational programs.

Also, concerning overall direction and leadership, ETS ignores the massive coordination of Federal activities concerned with veterans' readjustment problems, under the President's Veterans Program (the "Six-Point program"), launched in 1971.

(5). Recommended Action:

VA has drawn plans to intensify the coordination of activities of all agencies and organizations, private and public, that are concerned with readjustment assistance to Vietnam veterans. This will cover local, as well as regional and national groups, and VA Regional Offices will be provided with specific, uniform guidelines for carrying out this program.

(1). Finding/Conclusion No. 21:

21. Other Federal agencies have increased the scope of their assistance efforts for both the general public and for veterans over what they were during the post-World War II and Korean Conflict eras. However, many of these efforts are limited in the effect they will have on the Vietnam Era veterans. (p. 18)

(2). ETS Rationale:

ETS notes that strict comparisons cannot be made as to educational and training assistance provided veterans of the three eras by non-VA Federal agencies because most of their programs did not exist in the earlier periods. (p. 18). Thus, the Vietnam Era veteran does have an added advantage in this regard. However, ETS expresses concern that some of these other services "have come at a late point in the Vietnam Era and some have suffered budgetary cutbacks, significantly limiting their effect." (p. 18)

(3). VA's Reaction to F/C No. 21:

VA believes the general observations in F/C No. 21 are valid. On the other hand, any assistance veterans of the current era have received from these other Federal programs has been a plus for them and has been more than was available to earlier veterans.

(4). Basis for VA's Position:

(The programs referred to are not under VA's jurisdiction).

(5). Recommended Action:

VA will continue its liaison with all other Federal agencies having programs that might assist in the readjustment of Vietnam Era veterans, in an effort to facilitate the utilization of these additional benefits and services by veterans in education or training under the GI Bill.

Mr. VAUGHN. I believe this submission is responsive to his request and does, in fact, set out in detail the specific areas of VA agreement or disagreement with the report and contains supporting data and discussion of the reasons therefor.

We are also making plans for the survey of school costs which the chairman requested and are reviewing data from the ETS report and other sources to determine a figure for subsistence allowance which would achieve comparability or "equity" with the World War II program if schools were to be paid directly. When this amount has been determined, we will be able to make a further analysis to determine the cost impact of a World War II type program, as the chairman requested. Necessarily, this entails a somewhat time consuming effort since we must go out to all of the 50 States to obtain the data essential to a conclusion.

Mr. Chairman, this concludes my statement. I and my staff will endeavor to respond to any question which you or the members of the subcommittee may have.

Mr. TEAGUE of Texas (presiding). Mr. Helstoski, have you questions or comments.

Mr. HELSTOSKI. Thank you, Mr. Chairman. Generally speaking, Mr. Vaughn, how do you feel the status of the Vietnam veteran compares with the World War II veteran using as reference the consumer price index, the cost of living and the value of the dollar today as compared to the 1939 to 1945 period?

Mr. VAUGHN. I would have to restrict myself to VA benefits which, of course, the ETS study did do on one occasion and drifted away from on another occasion. If you use the cost-of-living index based on the benefits available to the World War II veteran, the majority of the Vietnam era veterans are receiving a greater benefit, the reason being that 80 percent of our Vietnam veterans are attending public schools where the tuition usually would permit them to have some left over funds now.

I am not talking about what the total cost of living would be because we have never addressed any part of the education bill to the cost of living. We have addressed it to the comparison in this ETS study which was based on a comparison of the benefits of World War II veterans and the Korean veterans. Most would be worse off if we reflected back.

Mr. HELSTOSKI. The Vietnam veteran however has to go "shopping" for his education. He has a lump sum of money and from this he has to pay for his tuition and sustenance. Compare this to the World War II veteran, who has had his tuition paid and in addition received a stipend from the Government. So, I do not think it is fair to say this study meets the comparison. If you look at today's dollar, it is about 25 cents of what the 1945 dollar was.

If you were to take the total sum of dollars the veteran received in the post World War II period, adding the tuition factor, and the monthly payment he got at that time and then make that comparison with the veteran of the Vietnam era, I believe you will find the Vietnam veteran is at a disadvantage. I do not see a fair basis for the analogy. There are too many immeasurable factors to provide a fair basis for comparison.

Mr. VAUGHN. This is exactly what ETS did. Later on they drifted away in saying what kind of housing the men would have and so on which we have no control over under the veteran benefits program. ETS made this comparison based on the index. They used the World War II tuition plus the $75 the man received and applied this to the cost of living index over the period. This was then compared to the actual current tuition to find that after tuition is divided the veteran has more money left to spend than the World War II trainee had.

One thing that is more interesting than that, when they went to the veteran for a study, they used a study by going out to veterans prior to Public Law 92-540, the current rates were not included in that study.

Mr. **Helstoski**. You make a statement on page 9 in effect alluding to the first program in which the Veterans' Administration was engaged was the educational program, but that not many veterans are taking advantage of this program. As a result, do you think this subcommittee should consider an extension of the benefit time period to provide an incentive for participation in the educational programs?

Mr. **Vaughn**. Let me point out the participation rate of the Vietnam veterans and the figures shown in the ETS study, the participation of the Vietnam veteran is equal to the World War II veterans and by the end of this year's enrollment will probably exceed the World War II factors. I have asked for our field stations to get this information immediately to us as of the first of October, but it will show, I am sure, that the participation rate of the Vietnam veteran will have exceeded that of World War II veterans.

That did not fully answer your question. You wanted to know if the committee extended the extension, the extension of the period of this bill, would this greatly affect it? I don't know. There is no way of knowing whether a man would wait more than 8 years, for example, and then take advantage of the program. We don't know what the percentage would be.

Mr. **Helstoski**. I don't completely agree with that; however, I will explore that point later. I have no further questions at this time, Mr. Chairman.

Mr. **Teague** of Texas. Mr. Hammerschmidt, have you any comments?

Mr. **Hammerschmidt**. I want to thank you for your statement. It is timely and one which the committee has been looking forward to. The subcommittee has been holding hearings on this subject because of the high level of public concern.

The front page article in the Washington Post on this subject created a great concern on my part as I read it. It would appear that the information used by the reporter may have been drawn from the draft report because I doubt if you had any final report in hand.

Mr. **Vaughn**. That is correct.

Mr. **Hammerschmidt**. You did find certain inaccuracies and errors of omission and commission, when you studied that draft from which that article was drawn. I don't know if that alleviates the concern I felt when I read that article, but certainly I am glad you are here to tell the committee your reaction to the report.

I wonder how the Educational Testing Service was contracted to conduct the study? Were they low bidders or how were they selected?

Mr. **Vaughn**. Dr. Adams worked with the committee.

Dr. **Adams**. The Administrator of Veterans' Affairs sent out invitations to nine prospective bidders on the contract. These were a follow-up of the original invitations that went out the first time around and then after the extension these contractors and two others that requested an invitation were sent invitations.

Upon receiving these invitations, the subcommittee of the Administrator's Advisory Committee on Education and Rehabilitation met on a Saturday with the VA technical staff to review the bids that had been submitted. After spending a good part of Saturday on that review, they recommended to the Administrator that the contract be awarded to the Educational Testing Service for approximately $92,000.

That recommendation was approved by the Administrator and consequently the contract was awarded to the Educational Testing Service.

Mr. **Hammerschmidt.** I suppose that that decision was made on the basis of their qualifications for this type of study. What are the qualifications of the Educational Testing Service?

Dr. **Adams.** A check list was drawn up by the Advisory Committee. That check list included a number of criteria. That included the reputation and capability of the bidder in terms of his manpower resources, and his technical resources, such as printing and reproduction.

Another criterion was the actual bid proposal that was submitted, that is, the written proposal. So there were a number of criteria, about six, that were drawn up by the subcommittee. On that basis through a weighted system of giving so many points to each bid proposal they chose the Educational Testing Service.

Mr. **Hammerschmidt.** There are bound to be a lot of academicians in the ETS. Do you know the composition of the panel? Were there World War II veterans on the professional staff of the Educational Testing Service?

Dr. **Adams.** Men who related to World War II era?

Mr. **Hammerschmidt.** I wondered if you had World War II people who remembered that era directly rather than through research and statistics. I know this is basically a statistical research project, but I wondered how much feeling there was in that.

Dr. **Adams.** I am not fully familiar with the cadre of the staff ETS employed, but I can answer you that at best it would be a minority group of ETS that would be directly familiar with the World War II programs. I judge that in terms of age of the research and related staffs that were working on the study.

Mr. **Hammerschmidt.** Let me direct another question to Mr. Vaughn. This study appears to suggest as did the colloquy between you and Mr. Helstoski that the World War II educational program was more beneficial to its veterans than is the current program. If we adopt a separate tuition payment under the current program similar to the World War II program should we not also include a limitation on earnings and provisions for charges against entitlement if tuition exceeds a certain level similar to these provisions in the World War II program?

Mr. **Vaughn.** Yes, this is the point you run into when you try to make a comparison between World War II and Vietnam and say the Vietnam veteran should have the same program as the World War II veteran. You run into many factors that were changed purposely when we came into the post-Korean war era. Some of the changes that were made, for example, in giving the direct payment to the veteran was the recognition of the equality for all veterans attending school.

For example, when we give the veteran $220, he has the opportunity to select his own school. He has the opportunity to determine how much of that money he wishes to place toward tuition by determining what school as opposed to the World War II veteran who received only the $75—I am just using that figure because, of course, we have other statistics that you would use depending on the dependents and so on—but he would not have in his hand the tuition.

He would also have a limitation of income. If you apply these factors and you use the cost of living increase or the index of the cost of living, then the Vietnam veteran as a majority would be better off if we left him alone as he is today, the Vietnam veteran is receiving dollar for dollar—and we are talking about educational benefits and that is all we can address ourselves to because we are talking about educational benefits provided by the Veterans' Administration through an act of Congress.

Mr. Hammerschmidt. Since the present payment is meant to include a stipend for tuition, fees, and books, if we adopted a separate tuition payment, should not the current payment be revised?

Mr. Vaughn. That would follow. If you followed the World War II plan, you would have to revise the $220 downward to meet the cost of living index. Then you would pay the tuition. Then you would find that about three of four veterans are going to receive less money.

Mr. Hammerschmidt. In the event the committee should decide to pursue this course of separate tuition payments, could you today suggest a level of payment to the veteran that would make it equitable with the payment received by the World War II veteran?

Mr. Vaughn. We could make a study that would give you the statistical data. We would be glad to come up with a study that would give you the actual figure if you set it back to the World War II rate and move it forward on the cost index and then add the average tuition rate then we could come up with a figure for you—this is part of the study referred to by Chairman Dorn in connection with going out to the schools.

Mr. Hammerschmidt. I am sure that figure is going to be helpful to the subcommittee.

Mr. Vaughn. This will take a little time because we have to go to all 50 of the States.

Mr. Hammerschmidt. Mr. Vaughn, I have a question that relates to item A–1 on page 3 of the ETS report. Is it true that you have no means of measuring the quality of performance of the State approval agencies?

Mr. Vaughn. That is correct. The problem that we ran into with the ETS study was that the ETS study recommended we gather data. Of course, I have a policy and have always had a policy there is no need to gather if you cannot do with anything after receiving it. By act of Congress, the VA is prohibited, and I think rightly so, in getting involved in the quality of education in an individual State. It has always been the States' position that they would determine the educational institution that would perform in their State.

Now, we do have a control that the ETS failed to discuss because they did not know about this control.

Mr. Hammerschmidt. Do you not conduct your own periodic inspections or compliance surveys?

Mr. Vaughn. That is right. We do compliance surveys of schools and training establishments. This applies even to the correspondence courses. We have a survey system out in the field in our regional offices, where it should be, and they report to our central office periodically on the findings in these surveys. They make a report immediately after they make a compliance survey, and you can believe that many schools have to make corrections or close their doors because of these compliance surveys. This has been particularly thorough in flight courses, for example. After compliance surveys, they report their findings to the State where necessary so the State can go to the school.

Here again, the educational system of each State has been up to the State and not the Federal Government. We do not have a right to say whether the school is performing quality education, but we do have a right to say we will not pay our veterans attending there. We have to be extremely careful there because we may hurt a veteran if he is getting quality education.

Mr. HAMMERSCHMIDT. I appreciate the consideration of the Chair. I would like to relinquish my time and if we have further time, if things are not brought up I would like to come back to a few things.

Mr. ZWACH. I am concerned with Mr. Hammerschmidt regarding the selection of the ETS Princeton committee. You say it was selected by a subcommittee of an advisory committee. I would like the names and the positions of the subcommittee that made this selection of this group. Do you have that with you.

Dr. ADAMS. Yes. The chairman of the subcommittee was Mr. William Detweiler from New Orleans. On the committee were Mr. Eldon James and Dr. Glen Heck from the National College of Education at Chicago, Ill.

Mr. ZWACH. He was the chairman?

Mr. ADAMS. The chairman was Mr. Detweiler of New Orleans.

Mr. ZWACH. What is his profession?

Mr. ADAMS. He is an attorney. Mr. James is an attorney. Dr. Heck is an educator.

Mr. ZWACH. The subcommittee consisted of three individuals?

Dr. ADAMS. Yes, sir.

Mr. ZWACH. They felt that this group had the best expertise among those available to do this job?

Dr. ADAMS. I have to ask you whom you mean by they?

Mr. ZWACH. The subcommittee felt that this Princeton group was the best qualified and had the most expertise to conduct this study?

Dr. ADAMS. They, sir, were part of the evaluation group you might say and they also requested staff assistance from our staff and then recommended to the Administrator. At the Administrator's level, sir, his staff also reviewed the proposal so there was more input than just the subcommittee. The subcommittee relied on as much input as they could possibly get.

Mr. ZWACH. You make a statement on page 4 in the bottom paragraph that you believe this is a good, commendable report when you consider the scarcity of pertinent data in some areas of the study. In what areas do you consider there was a scarcity of pertinent data?

Mr. VAUGHN. I think I can give you some examples. For example, there is no tool for measurement between World War II, Korean war, and Vietnam conflict, as to the participation by black veterans. The only data available to ETS in that particular part of the study consisted of a report several years old as to the participation of veterans. This was used. There is no current data as to how many black veterans are—how many World War II veterans were participating for them to make sure. In several other instances they talked of the real value which we do not feel could get involved in the educational benefits program, but to talk of real value we will in a way have to measure the real value unless you take each individual World War II veteran and ask who helped him go to school or what other benefits did he have from other sources when you are considering real value. This is a real problem.

For example, I think that you might remember today, when we talk about dormitory life, that from the information we have that only about 4 percent of the veterans today live in dorms. There was a measurement to try to determine how many veterans receive assistance outside VA sources today as opposed to World War II. Some of these statistics for World War II you could not take on the average veteran. You could make out some individual veteran and ask the question. In their study itself they used only one veteran.

Mr. Zwach This relates particularly to housing and housing costs.

Mr. Vaughn. That is correct.

Mr. Zwach. That is one complaint I get constantly.

Mr. Vaughn. Here, again, housing was never a part of the educational program, and Congress has always related to the educational program to the regular GI bill similar to the way we regulate and recognize the assistance on the pension programs; that is, a partial assistance program to make this man better off than he would have been had he had to rely on other resources completely as opposed, for example, to the vocational rehabilitation case under chapter 31 where the man is a disabled veteran and we say we want to totally compensate this man. This is the system we have been using all these years.

Mr. Zwach. We just received their report and we just received your responses. After a few hours of study, I will be much more conversant in this area.

You say on page 5 you feel from the six points of study set forth in this law that the Vietnam veteran does have a comparable educational benefit.

Mr. Vaughn. Yes, sir.

Mr. Zwach. Just what are those points? Do you have those points available there? Are they in your statement?

Mr. Vaughn. Yes, sir, it is on page 2 at the bottom of the statement. The six areas are: administration; veterans participation; safeguards against abuse; adequacy of benefit level; scope of programs and information and outreach programs.

Mr. Zwach. Do you think with regard to those six points there is equity of treatment?

Mr. Vaughn. Yes, sir. And I think in spite of some clouded statements that are mixed around those six points, and this is one of the reasons that the original draft had to be redone because they did not follow the instructions that they had to go by, not because the Veterans' Administration involved itself in their study. In fact, if we had, we would have done more with it. On those six points, they have admitted these things.

Mr. Zwach. To what extent do the benefits have on the benefits of the food stamp? This is a tremendous factor in living costs. Do you have definite evidence of exactly the participation in the food stamps program by our veterans in our educational training program?

Mr. Vaughn. No, sir, I am sorry I don't expect this study does reflect what they call the real value, which they never did totally define. They referred to many types of outside benefits. For example, they referred to what we call the 52–20 Club of World War II veterans and this type of thing as other benefits that would be involved. My problem here today is that I have to reflect the educational benefits comparison as was requested by the initial request.

Mr. Zwach. We, of course, have to consider living costs and the overall picture, so I thought somebody ought to have some records of participation by veterans in the food stamp program.

Mr. Vaughn. Probably there is such a figure available. I imagine it may be in a census study.

Mr. Zwach. I would certainly be interested in a report on the participation in this area because food stamps are a tremendous factor in living costs?

Mr. Vaughn. We will contact the other agencies that would be involved in the food stamp program to see if we can get that information for you, sir.

Mr. Zwach. One other point, Mr. Chairman.

We passed the present educational law last year. It was more adequate then than it is this year. It will be less adequate next year than it is this year. I have felt strongly that there ought to be a cost-of-living factor in veteran's benefits regardless of what program is used.

Has your administration considered that point?

Mr. Vaughn. We have not done a statistical study to give you the figures for that information because it was not tied particularly into this hearing, but we can make a study, and I might say that the President on two occasions in the past has approved or has signed into law cost-of-living increases that were passed by Congress.

Mr. Zwach. In other areas than veterans?

Mr. Vaughn. No; in Public Law 92–540. That is one of the instances. We can develop for you the data that is necessary to give you figures as to what the cost-of-living increases would do to the veterans.

Mr. Zwach. I would like to see the cost-of-living increaseability since the passage of this act. I would like to know what type of increase it would take to update that and then I would be interested in an amendment to the law which make the cost-of-living factor current year-by-year, at least for veteran's benefits. We do it now for our elderly. We do it in a great many areas. I just feel that if the veterans are going to remain equal, we have to do something to keep current.

Mr. Vaughn. We can take Public Law 92–540 and we can build from that and get the cost figure from that for you based on the cost of living.

Mr. Zwach. I will have a lot more questions after I review this report and your responses, but that is all for now, Mr. Chairman.

Mr. Vaughn. We will be glad to respond.

Mr. Teague of Texas. Mr. Abdnor.

Mr. Abdnor. I am sorry I was not here when the statement was read. I, too, will defer my question until I have an opportunity to further study the statement and report. I will relinquish my time to Mr. Hammerschmidt if he has some other questions.

Mr. Teague of Texas. Mr. Vaughn, did you learn anything from the study that you did not already know?

Mr. VAUGHN. Frankly, no.

Mr. TEAGUE of Texas. I thought this committee last year, in the last Congress, made a very thorough study of the so-called GI bill. I just saw this report of the educational testing service last evening. I did not have a chance to study it as I would want to. I did not find anything new in there or anything we have not already brought out in our hearings before the committee.

Mr. VAUGHN. No, sir, I did not either.

Mr. TEAGUE of Texas. Mr. Vaughn, does the fact that we now have volunteer Armed Forces change the thinking of your people on the operation of the GI bill?

Mr. VAUGHN. The main point with reference to the Voluntary Army is that you are going to find an increase in in-service education. We have seen this even without the Volunteer Army. We have seen a drastic increase in the program in this past year. We will find a lesser number of educationally disadvantaged veterans coming out of service.

We are already seeing a drastic drop in the number being separated from active duty.

At some point in time Congress will probably have to address itself to the ending of the Vietnam era. This would be a factor. All of these things would be weighed into the future. We see a normal, natural decline in the number of people participating in the educational benefits in spite of the fact that we are going to extend our outreach program. We can tell you now that we are probably very close, if we are not at our peak this fall in our education, and this will not be a sign that we dropped our efforts. It will be a sign that we have moved into our 8-year period and most of those people have taken advantage of the program who intended to take advantage of it and we will see the peak out and the Volunteer Army will certainly have a great impact there. When you study the Vietnam Era veteran, in many instances this man was on active duty for 2 years. This is why there is a difference in the trend of the type of curriculum the man is taking in school. He is more cautious in what he takes because he has had less than a 2-year period of service. He is a younger man coming out of service than we had before, but with a Voluntary Army you will see a change which will take several years before you see it, but we will see a decline.

Mr. TEAGUE of Texas. Really, Mr. Vaughn, the only complaints that come to my office about the GI bill relate to the question of money. How much do you pay a man for having served in our defense department when he came out of the service without physical disability? Do you get complaints in other areas? Do you get complaints that we don't provide for an education as far as GI's are concerned or that there is not enough field supervision or anything of that type?

Mr. VAUGHN. We get a few but a very few complaints about an individual school that the veterans feel is not giving the type of education it should and this is referred immediately to the State approval agency.

The only other type of complaint we receive, and I think this is sometimes justified toward us, is that a man did not get his check on time. We have made a study on this and it came out that 40 percent of the time it was the fault of the veteran, around 30 to 40 percent of the time it was delayed in the release of certification to the VA and the balance of the time we were just flat at fault. It is a tremendous program; there is no question about that.

Mr. **Teague** of Texas. Doesn't a college have some responsibility in this field? They know that money is coming. It just seems to me our colleges could do a better job in assisting our veterans in this field by some means. Surely every college has some means by which they could help tide the veteran over until he can be enrolled, get the paperwork done, and receive his money.

Mr. **Vaughn**. We have been offered the colleges this year a new assistance graciously given by an act of Congress, and that is the work-study program. For example, one college requested 100 students under the study and now they say they need only 20.

We made that offer this year. This past week we had to call all of those schools in the country, arrange for each regional office to call all the major schools, and say please get those certificates in. This is what we go through. Some of the schools will not release to us the enrollment until what they call a 10-to-15-day shakedown period. That is the critical thing when you wait 10 to 15 days to release that. The advance pay will help us there, by the way. We have already sent out over $450,000 advance payments thus far which is a goodly number for enrollments.

Mr. **Teague** of Texas. Where do you find abuses in the GI bill today?

Mr. **Vaughn**. On the part of the school—I think ETS properly stated and we fully concur with their statement that the corrections or changes by act of Congress based on experience in World War II has virtually eliminated on any mass basis any abuse at all. I think the abuse you find is with some individual schools somewhere. The biggest problem we have, and it is outlined in my statement, is the correspondence school. Congress put controls on them and we have put on controls to try to resolve this.

Mr. **Teague** of Texas. I heard a conversation very recently here on Capitol Hill about a veteran who was going to school here in the District. He was supposed to be one place and first he said he could not be there and then later he said he could be. He was asked why. He said he was supposed to be in class, but then he said "all we do is pay the professor a little money and he gives us a passing grade and we really don't have to be in class." Do you people do any kind of checking on something like that.

Mr. **Vaughn**. Every single complaint we receive, and I will give you an example in Florida because I left there in March, in January we received a complaint like this. We sent a team to a nice school. The first thing we found out was the school was supposed to start at 7 and no one showed up until 7:30. The classes were supposed to go to 11 and the school turned out at 10:30. We discontinued all payments to that school. We notified the State approval agency and advised them we were suspending payment until the school straightened itself out or we would not have additional veterans in the school.

Mr. **Teague** of Texas. Is this a minority thing?

Mr. **Vaughn**. Very much minority.

Mr. **Teague** of Texas. Have you had any in the District recently? I overheard this conversation which I mentioned.

Mr. **Vaughn**. We did have one at Federal City College. With the exception of the actual audit of each individual account we have pretty much completed that investigation and there are discrepancies at that school, yes, sir.

Mr. TEAGUE of Texas. Do you have any recommendations for major changes in the GI bill?

Mr. VAUGHN. No, sir.

Mr. TEAGUE of Texas. Mr. Hammerschmidt.

Mr. HAMMERSCHMIDT. I have a few questions, the responses to which I would like to get into the record.

For comparison purposes, please tell me if the following provisions are in the current law or World War II laws. Elementary and secondary education with no charge against GI bill time.

Mr. VAUGHN. Present law only.

Mr. HAMMERSCHMIDT. Deficiency or refresher courses with no charge against entitlement.

Mr. VAUGHN. Present law only.

Mr. HAMMERSCHMIDT. Tutorial assistance with payment up to $50 per month.

Mr. VAUGHN. Present law only.

Mr. HAMMERSCHMIDT. Predischarge education program with no charge to entitlement.

Mr. VAUGHN. Under present law only.

Mr. HAMMERSCHMIDT. Separate tuition payments to schools, with charge against entitlement if tuition exceeded certain amount.

Mr. VAUGHN. Separate tuition, World War II.

I have.

Mr. HAMMERSCHMIDT. Limitation on amount of combined earned income and educational allowance.

Mr. VAUGHN. World War II.

Mr. HAMMERSCHMIDT. Any type of outreach program.

Mr. VAUGHN. Present law only.

Mr. HAMMERSCHMIDT. Mr. Chairman, those are all the questions I have.

Mr. MEADOWS (staff director). In reviewing the ETS report, there was one troublesome aspect of the World War II program about which they said little, or perhaps there is no comment. During the World War II program we not only paid the tuition for veterans attending various schools, but there was a practice of paying out-of-State tuition rates to most veterans attending most State colleges, or the school, in lieu of collecting out-of-State tuition rates, could collect cost of instruction. This meant in effect that the Federal Government was paying more tuition on behalf of a veteran student attending under the GI bill than the college received for a nonveteran student. This amounted to Federal assistance to the school and it had no relation to the individual veteran because he benefited from it not at all, and we were simply making payments that were higher on his behalf.

I don't see anything in the report about that. If we returned to a World War II type of program would we return that type of subsidy to institutions, or would you suggest it be prohibited? Did you see anything in the report that dealt with this costly and troublesome area?

Mr. Vaughn. There was a reference to private school costs today, what it costs today as opposed to what it cost after World War II. There was also some reflection in there that the total cost, including tuition, was and should again, as they stated, be given on a basis of cost to the individual school based on the geographical area of the country that the man is in and where the school and man are located. We do not think this type of program is manageable at all.

Mr. Meadows. Do you think it was meant to pay out of State rates to benefit those who are not out-of-State veterans?

Mr. Vaughn. Did you see anything in there, Dr. Adams?

Dr. Adams. The program focuses on various payments to States. I think ETS felt paying the States that were charging more money and higher tuition, et cetera, they could open more doors for veterans. As I see this recommendation, it was more in favor of the variable payment directly to the States.

Mr. Meadows So in effect, we don't exactly expect to return to World War II programs.

Dr. Adams. The ETS study does not as I interpret it, recommend returning to World War II per se.

Mr. Meadows. You do agree if Congress returned to that, that would be one of the immediate problems we would be confronted with?

Dr. Adams. Yes, sir. The approach by ETS is giving the veterans more opportunity in terms of private institutions and in terms of public institutions in States that charge higher tuition, but not in giving the majority of our veterans more benefits than they had in World War II because, as they point out today, the majority are getting more benefits than World War II. So the issue is not the benefits to the veterans, but whether or not they should have an opportunity to go to more private institutions or to States that have public institutions that charge more. That is the real issue in the study, rather than are they getting more or less. Again, the majority are getting more.

Mr. Meadows. There is not any question, is there, Mr. Vaughn, that on a per head or per capita basis adjusted to equal dollars we are paying out more per veteran for Vietnam veterans than we paid out per World War II veteran.

Mr. Vaughn. There is no question about that.

Mr. Zwach. Would you repeat that question.

Mr. Meadows. The point that I asked Mr. Vaughn to confirm is that there is no doubt that when we take all of the participants in the Vietnam era program and compare them with all of the participants of World War II and put it on a constant dollar basis, obviously we must take care of the differences in the value of the dollar after World War II and today, we are paying out more money per head for Vietnam veterans than we paid out per World War II veteran.

Mr. Zwach. Using comparable dollars?

Mr. Vaughn. That is right. I think you are running into the problem in some instances where the old expression applies where you want to have your cake and eat it, too. There are some who would like the adjusted rate of $220 as it stands now, but turn around and give him the benefits of World War II added on top of that.

Mr. Meadows. Most of the bills calculate tuition payment and benefit payments on top of that.

Mr. VAUGHN. We are moving away from the idea of comparison between World War II and getting involved in taking on what already exists as an additional amount because the majority of our Vietnam veterans are better off under the bill that they are under today.

Mr. MEADOWS. One of the great areas of abuse in the World War II program, referred to in the committee reports $100 million error, was the handling of books and supplies under the World War II era. The school set out its requirements of books, supplies and equipment and the Federal Government paid.

Mr. VAUGHN. I think it is one of our biggest abuses and this is why Congress removed it and said let's pay the veteran his money.

I was involved in one small school that had a deficiency of $300,000 where they issued books and materials that did not even apply to the trade the man was in.

Mr. MEADOWS. This was not confined just to the trade schools, was it?

Mr. VAUGHN. No; it was not. Even your private schools, for example, recognized when we moved into the program of giving the man his money, it recognized the situation it had and there was a reduction in the tuition in many of your private schools at that time to add just to bring the veteran back to their school.

Mr. HAMMERSCHMIDT. If counsel will yield, I wonder if ETS had access to or used the hearings of 1952 which so well documented transgressions of the past? Do you know if they used any of that information?

Dr. ADAMS. I would have to verify in the bibliography and not hold up the hearings at this point unless someone has a ready answer.

Mr. HAMMERSCHMIDT. You can supply it for the record.

Mr. MEADOWS. Does the ETS study provide remedy? I know the study talks in general terms about VA being better equipped to handle abuses and so on, but specifically if we reverted to the World War II program is there any suggestion as to how to curb abuse?

Mr. VAUGHN. There are no suggestions by the committee on how we resolve anything.

Mr. TEAGUE of Texas. I think the most intelligent thing the Congress did on the GI education program was to change the law to give the money directly to the veteran. We said to him "go to school, get your education and you can spend your money any way you want to." I know of no other subject on which the Baptists, the Methodists, the Catholics and everybody else agreed, other than the fact that they did not want that money paid directly to the veteran. They wanted that money to come to the college so they could manipulate it in a thousand different ways. It is all documented in the hearings and report of the Select Committee of the Congress which investigated abuses under the World War II GI bill in the 82d Congress.

Mr. VAUGHN. Yes, sir.

Mr. TEAGUE of Texas. It happens that I was chairman of the select committee I mentioned, and it would never be my vote to go back to that World War II system.

Mr. VAUGHN. I think in many other instances if we had the direct pay system that we have today, thanks to Congress, we would be in a much better position in this country.

Mr. TEAGUE of Texas. I have been handed a copy of a letter addressed to Mr. James L. Bowman, project director of the Educational

Testing Service, Princeton, N.J., by the commander-in-chief of Veterans of Foreign Wars, Ray R. Soden. Without objection, the letter will be placed in the record at this point, along with a press release of September 24.

Also, without objection any additional data furnished by Veterans' Administration will be placed in the record at this point.

If there are no other questions, thank you very much. You did the usual good job.

We are adjourned subject to call of the Chair.

[Whereupon, at 11:15 a.m., the committee was adjourned subject to call of the Chair.]

VETERANS OF FOREIGN WARS OF THE UNITED STATES,
Washington, D.C., September 21, 1973.

MR. JAMES L. BOWMAN,
Director, Educational Testing Service,
Princeton, N.J.

MY DEAR MR. BOWMAN: The Veterans of Foreign Wars has noted with amazement press reports stemming from your recent study for the Veterans Administration, which includes a condemnation of the Veterans of Foreign Wars regarding its efforts in behalf of Vietnam veterans.

I am referring to the study regarding the comparability of the present GI Bill educational program with those following World War II and the Korean conflict, which was submitted to the Congress this week.

It is realized that your mission was limited by the scope of your contract, the length of time for the study was short, and that your interview with officials of the Veterans of Foreign Wars were extremely brief and hurried. Notwithstanding, the record of service in behalf of veterans of the Vietnam conflict by the Veterans of Foreign Wars is so complete and total that it is incredible your study could have reached a conclusion that leaves the impression that the Veterans of Foreign Wars has in any way ignored Vietnam veterans.

Your report does allude to the early sponsorship and participation of the Veterans of Foreign Wars in gaining Congressional approval of a cold war-Vietnam era GI Bill. Most seem to have conveniently forgotten that if it weren't for an old-line veterans organization like the Veterans of Foreign Wars, there probably would never have been a third or Vietnam GI Bill. It was through our efforts spanning more than a decade that this comprehensive program of assistance was finally brought to a successful conclusion. It was a watered-down version, however, and the Veterans of Foreign Wars accepted the 1966 bill as a necessary first step. The very next Congress the Veterans of Foreign Wars led the way to have GI Bill assistance for Vietnam veterans made comparable to assistance to veterans of previous wars. In that regard, Congress subsequently added on-the-job, on-the-farm, flight training, and other assistance for returning Vietnam veterans.

In the meantime the Veterans of Foreign Wars was deeply disappointed that the educational allowance was not comparable or equal to the assistance provided veterans of previous wars. We have relentlessly pursued this goal. Last year when Public Law 92-540, the comprehensive educational assistance act was approved by the Congress, it represented a major victory for the Veterans of Foreign Wars. The Administration held out for a very low increase in the GI Bill rates. The finally approved bill, although not as generous as the Veterans of Foreign Wars backed Senate version, increased rates about 25%, representing a giant step toward achieving parity with previous GI Bills.

Vietnam veterans are, however, entitled to the broad range of veterans rights and benefits to which all veterans are entitled. So, when a study is made of comparability of benefits for the Vietnam veteran, it logically follows that we must take a close, hard look at all veterans rights and benefits to which Vietnam veterans are also entitled.

In this vein, the Veterans of Foreign Wars, for example, led the battle to kill a recommendation in the 1974 Veterans Administration budget, which would have revised the rating schedule of the Veterans Administration, to the detriment of wounded Vietnam veterans, principally amputees, which was withdrawn last March on instructions from the White House. The proposed revision of the rating schedule would have taken $160 million a year out of the pockets of wounded and disabled Vietnam veterans.

When the expression "veterans pension" is mentioned, the general public usually thinks of an older World War I veteran. What is not generally known is that already 15,000 Vietnam veterans are on the Veterans Administration pension rolls. These veterans have suffered untimely and extremely serious disabilities and tragically will be entitled to a Veterans Administration pension for the rest of their lives.

Or, take the National Cemetery Act (P.L. 93–43) which was approved by the Congress and signed into law by President Nixon this year. Unfortunately, some Vietnam veterans will die in the near future and the $400 burial allowance, plus other benefits provided for in this program, will be most important to the young widow and family that the Vietnam veteran may leave behind. Certainly no family needs assistance more than the unexpected death of a young head of a household.

Another example of helping Vietnam veterans is the recently approved Veterans Medical Care Act (P.L. 93–82) which was signed into law by the President this year. This law represents the successful conclusion of many years of continuous effort on the part of the Veterans of Foreign Wars to provide full and complete medical care for veterans. One of the principal provisions of this new law is opening up outpatient service for all veterans. It logically follows that the more than six million Vietnam veterans will be the chief beneficiaries of this new provision.

The Veterans of Foreign Wars, by the way, publicly denounced the vetoing of the Cemetery and Medical Care bills, which were passed in the previous Congress, but vetoed by the President in October, 1972. The Veterans of Foreign Wars stayed on top of this legislation, so important to all veterans, including Vietnam veterans—to obtain Congressional and Presidential approval this year.

Other legislation which has required a considerable amount of time and effort by the Veterans of Foreign Wars, which will help mostly Vietnam veterans, is the comprehensive Drug Care Act (S. 284) which was overwhelmingly approved by the Senate this year and is now pending before the House Veterans' Affairs Committee. The Veterans of Foreign Wars worked with the House and Senate Veterans' Committees and its staffs to develop and advance this legislation through the previous Congress, and we were extremely disappointed when time ran out, and the Veterans Drug Bill (H.R. 9265, 92nd Congress) died when the 92nd Congress adjourned. The Veterans of Foreign Wars has been extending its best efforts to have this legislation, which has been overwhelmingly approved by the Senate, favorably considered and reported to the full House for consideration and vote. All agree that drug dependency is one of the unforeseen and tragic byproducts of the Vietnam war, and as veterans the Veterans of Foreign Wars has been the leader to have the Veterans Administration take care of drug dependent veterans, regardless of the nature of their discharge.

The record further shows that the Veterans of Foreign Wars prodded the Veterans Administration to establish drug treatment centers to take care of the growing problem of increased drug dependent veterans. It is most pleasing that the Veterans Administration has established a large number of drug clinics at strategic Veterans Administration hospitals throughout the nation and that the drug problem is not as acute today as it was when the Veterans of Foreign Wars first urged the Veterans Administration to get working on this problem.

The Veterans of Foreign Wars has been commended over and over again for our nationwide service to veterans of all wars regardless of whether or not they belong to the Veterans of Foreign Wars, who seek information, counsel, and assistance regarding veterans rights and benefits. These are the official, full-time service officers of the Veterans of Foreign Wars, who are situated at Veterans Administration regional offices and hospitals throughout the nation, and stand ready to serve all veterans. These service officers are extremely effective in helping Vietnam veterans make a quick and successful readjustment to civil life. In cooperation with the Department of Defense and the Veterans Administration, our organization has extended every effort to help each Vietnam veteran when he returns home from service in the Armed Services during the Vietnam conflict.

Our National Veterans Service is headed by one of the most distinguished and outstanding Service Officers in the nation, Mr. Norman D. Jones, who is without peer in this field. Your study lists program participants who apparently helped in reaching some of the conclusions of your study. While I don't know of any great knowledge that these participants have in veterans affairs, and I do not want to disparage their interest in veterans rights and benefits, it is fair to state that the Veterans of Foreign Wars could view your study with a great deal more confidence if your list included names such as Mr. Norman D. Jones and others who are well known for their knowledge and experience regarding veterans rights and benefits.

A reading of the list of your participants could lead one to believe that the attack on the efforts of the Veterans of Foreign Wars may stem from the fact that some of these organizations have a proprietary interest in obtaining more funds to carry out their respective programs. Consequently, it is necessary to discredit "the establishment" which includes old-line major veterans organizations, such as the Veterans of Foreign Wars. If we are not measuring up, then newer organizations, who generally obtain their funds from grants from agencies other than the Veterans Administration, will then have a green light to seek more funds to carry out their programs.

The Veterans of Foreign Wars has shared the great disappointment of all Americans regarding the inability of veterans to be fully employed. We have been greatly grieved that the unemployment rate for the younger Vietnam veteran has continued at a staggeringly high number. The Veterans of Foreign Wars has cooperated in every way to find jobs for Vietnam veterans, and we have sponsored and supported legislation for increased emphasis and activity in the Department of Labor and its Veterans Employment Service to help Vietnam veterans find jobs and job assistance.

On the legislative front, the Veterans of Foreign Wars has lent its strong support in behalf of the disadvantaged veteran, such as tutorial assistance, work study program, and prep assistance before the veteran is discharged from the service. We are constantly seeking new and better methods to help veterans find job training and employment for the large number who do not care to go to college or to take institutional training.

These are just a few examples of some of the efforts and contributions of the Veterans of Foreign Wars which greatly benefit Vietnam veterans, which your study failed to indicate. The Veterans of Foreign Wars stands on its record which is second to none, in behalf of service to all veterans, especially the younger Vietnam veteran, who has made an extra sacrifice in the national interest during a most trying period in our history and deserves every consideration that this nation can provide.

Lastly, about one-fourth of the membership of the Veterans of Foreign Wars served during the Vietnam war. Over 450,000 of our members of a total of 1.8 million belong to the Veterans of Foreign Wars, and we are depending on them to take over the reins of leadership in the years ahead and continue to carry out the high purpose of service to our fellow veteran and his family.

Sincerely,

RAY R. SODEN,
Commander-in-Chief.

[News release from Veterans of Foreign Wars of the United States]

V.F.W. CHIEF ATTACKS VIETNAM VETERAN STUDY

WASHINGTON, D.C., September 24, 1973.—Ray R. Soden, Commander-in-Chief of the Veterans of Foreign Wars of the U.S., attacked statements by the Princeton, New Jersey Educational Testing Service study that the V.F.W. was slighting the Vietnam veteran.

"The record of service in behalf of veterans of the Vietnam conflict by the V.F.W. is so complete and total that it is incredible that this study could have reached a conclusion that the V.F.W. has in any way ignored Vietnam veterans," he said.

Soden, leader of the 1.8 million member V.F.W., pointed out that, in addition to the Vietnam GI Bill sponsored and strongly endorsed by the V.F.W., these veterans are entitled to the broad range of veterans rights and benefits so vigorously fought for to which all are entitled.

"Most seem to have convenienly forgotten that if it weren't for an old-line veterans organization like the V.F.W., there probably would never have been a third or Vietnam GI Bill. While not providing comparable benefits to those received after past conflicts, the present GI Bill is a giant step toward that goal," Soden said.

One example supporing the benefits of the Vietnam veteran was the successful V.F.W. demand for the recall of the Veterans Administration attempt to lower the payments for physical impairments caused in Vietnam. Soden said that the controversial Veterans Administration-sponsored study presented to Congress recently lacked sufficient research to support statements that the V.F.W. did not support the Vietnam era veteran.

Soden stated that, "The V.F.W. stands on its record, which is second to none, in behalf of service to all veterans, especially the younger Vietnam veteran, who has made an extra sacrifice in the national interest during a most trying period in our history."

[News release of Educational Testing Service, Princeton, N.J.]

Educational Testing Service of Princeton, N.J. today denied statements by the Veterans Administration that an ETS study commissioned by the agency to compare World War II and Vietnam GI educational benefits is faulty and misinterpretive.

"We are convinced that the report meets the mandate and purpose of the study as commissioned. We feel the major conclusions and findings are correct and cannot understand the VA's position," said James L. Bowman, the study's project director for ETS.

The study was commissioned by the Veterans Administration in response to Public Law 92-540. The VA statements were contained in a letter to Vice-President Spiro Agnew, as president of the Senate. The letter accompanied the ETS report.

At issue principally are the independent study's findings that while some Vietnam veterans may be better off than their World War II counterparts in respect to educational benefits received from the federal government, many are not.

The study shows that while the Vietnam veteran now attending a public institution of higher education with average costs of just over $400 is slightly better off than the World War II GI—with adjustments for cost-of-living increases—the Vietnam veteran attending a private institution or a public institution with tuition costs of more than $419 is not.

Measured by many other criteria as well, the study found, the Vietnam veteran's educational benefits are still smaller than those of the World War II GI. A primary conclusion of the report is that "in general, the 'real value' of the educational allowance available to veterans of World War II was greater than the current allowance being paid to veterans of the Vietnam Conflict when adjustments are made for the payment of tuition, fees, books and supplies."

Bowman said that a careful reading of the study report shows that the VA's charges in respect to the World War II-Vietnam comparison of adequacy of benefits are taken completely out of context.

Bowman pointed out that the time available from contract award to due date of the report was only some 87 days. He stated, however, that while the time restraints limited the research to currently available information, it did not affect the principal findings and conclusions of the study.

ADMINISTRATOR'S EDUCATION AND REHABILITATION ADVISORY COMMITTEE—SUBCOMMITTEE MEETNG OF APRIL 7, 1973

Mr. L. Eldon James, Mr. Glenn E. Heck, members of the Subcommittee, Mrs. Hershberger and Mr. Nooner of VA staff met at 10:00 a.m., April 7, in informal session to review the progress on the required study. Mr. William Detweiler, the Vice Chairman of the Advisory Committee, entered the meeting and assumed the role of Chairman. Further discussion relevant to the progress of the study ensued. Mr. Nooner gave a progress report of developments since the last meeting of the Education and Rehabilitation Advisory Committee:

February 26—Recommendations of the Education and Rehabilitation Advisory Committee were forwarded to the Administrator.

March 9—A request for proposals to eight firms was signed and dispatched from the Administrator's office requesting that proposals be submitted to the Administrator by March 20, 1973. Seven formal responses were received. Four firms indicated that the time frame alloted for completion of the study was inadequate.

With all members of the Subcommittee being present, Mr. Detweiler, the Chairman, indicated that a motion was in order to transmit to the Administrator the recommendations of the Subcommittee. Mr. James made the following motion:

The Subcommittee, having reviewed the efforts of the Veterans Administration to secure proposals from eight (8) appropriate research agencies to make the necessary study, has reviewed the results of those requests and found that five (5) of the agencies invited have declined to submit proposals on the basis of their judgment that the time limitations render it impossible to make a meaningful study.

One agency has submitted a proposal providing for a study in two phases, one of which could possibly be concluded within the time span; phase two to be accomplished within a six (6) month period (e.g., June 1 to November 30, 1973) at the discretion of the Administrator.

The second of the three proposals submitted indicates that the study could be completed within the time requirement but results would only be a superficial treatment of the problem.

The third, though perhaps more comprehensive than the second, would still not treat the problem in the manner contemplated by the Congress.

Therefore, in the judgment of the Subcommittee, it is recommended that the Administrator should be requested to petition Congress for an extension of the time and a continuation of the present authority in order that he may provide the Congress a meaningful analysis.

Seconded by Mr. Heck.

The above recommendations were concurred in unanimously by the members of the Subcommittee.

Further discussion suggested that if time permits the letter of request for proposals be circulated to the Advisory Committee for their comments and that upon receipt of the study proposal that copies be made available to members of the Education and Rehabilitation Advisory Committee so that at a subsequent meeting they may review the submitted proposals and make further recommendations to the Administrator.

Mr. Nooner advised the Subcommittee that subsequent to the meeting of the Education and Rehabilitation Advisory Committee, Mr. Odell W. Vaughn and Mr. Blake E. Turner have been designated by the Administrator as Chief Benefits Director and Acting Deputy Chief Benefits Director, respectively. Mr. Nooner also presented a progress report on other concerns of the Education and Rehabilitation Service—the Work Study Program, Advance Pay, One Shot Input, and Measurement of Courses.

MORRIS 'BOB' NOONER,
Executive Secretary.

ADMINISTRATOR'S EDUCATION AND REHABILITATION ADVISORY COMMITTEE—SUBCOMMITTEE MEETING OF MAY 19, 1973

The Subcommittee of the Administrator's Education and Rehabilitation Advisory Committee met at 2:00 p.m., May 19, 1973, with the following members being present—Mr. L. Eldon James, Mr. William M. Detweiler, and Dr. Glenn E. Heck. VA staff members present were—Dr. Andrew S. Adams, Mr. Morris "Bob" Nooner, and Mrs. Dorothy Hershberger.

The Subcommittee met for the purpose of reviewing the proposals submitted by six firms to conduct the Independent Study as required by PL 92-540. The six proposals were submitted by the following firms in order of receipt:

Westinghouse Learning Corp., One America, Inc., Aries Corp., Exotech Systems, Inc., Educational Testing Service, and Operations Research, Inc.

These proposals were transmitted to the Subcommittee members prior to the meeting.

Requests for proposals were also submitted to:

American College Testing Program, Brookings Institution, McManis Associates, Olympus Research Corp., and Purdue University.

No reply was received from these firms relevant to the request.

Mr. Nooner suggested that Mr. Detweiler serve as Chairman. With general consensus, Mr. Detweiler assumed the role as Chairman.

Dr. Adams presented and discussed some General Guidelines for Proposal Review that included the experience and reputation of the bidder in the education, training, research and study areas; the quality of the proposal as to the overall understanding of the study, the definition of study objectives, the soundness of the research design, the "warm up" period, the timetables, and the breadth and depth of the proposed study; the qualifications of the project director; the software capability for the research staff, consultants, and supportive staff; the hardware capability for computer and reproduction services; the operational base of the bidder; the available affiliates and associates to the bidder; the costs of the study, and the memorandum of understanding.

Mr. Nooner suggested the function of the Committee would be to review each of the proposals along with the guidelines, and then submit a basic brief on each one for the Administrator. Then it would be at the Subcommittee's pleasure if they wish to make recommendations.

As the Subcommittee had assisted in the design of the Study Outline and the charge for the conduct of the study, each proposal was evaluated in accordance with the request for proposal previously submitted to each firm, and against the general guidelines.

It was found that some of the study proposals were not extensive in detail or did not provide an in-depth analysis. Others indicated limited resources as to computer and reproduction capabilities, limited personnel and qualifications of personnel assigned to the project, insufficient budgetary data, a heavy reliance on VA resources, and the lack of a thorough grasp of the study.

Following full discussion on each proposal submitted—

Dr. Heck made a motion, seconded by Mr. James, that the Subcommittee recommend to the Administrator that the proposal submitted by Educational Testing Service be accepted subject to mutual agreement as to the services (additional options) and budget. The motion carried unanimoulsy.

Dr. Heck made a motion that the Veterans Administration request a proposal for Item 5 of the Guidelines on the Study as shown on Page 1 of the Educational Testing Service proposal for consideration. Seconded by Mr. James and carried unanimously.

Discussion followed relevant to convening the Whole Committee. It was the consensus that the Administrator's Education and Rehabilitation Advisory Committee should be convened on August 30 & 31, 1973, for the purpose of reviewing the study and submitting advice to the Administrator for his consideration in transmitting his recommendations to the President and the Congress.

Mr. James moved that the Education and Rehabilitation staff be complimented for their technical work. Seconded by Dr. Heck and carried unanimously.

Dr. Heck moved the meeting be adjourned. Seconded by Mr. James and carried unanimously.

MORRIS "BOB" NOONER,
Executive Secretary.

THE 74TH MEETING OF THE ADMINISTRATOR'S EDUCATION AND REHABILITATION ADVISORY COMMITTEE, FIRST SESSION—AUGUST 30 AND 31, 1973

The meeting was opened at 9:30 by the Chairman, Dr. James W. Mann.

Those attending the meeting were:

Members—Mr. Charles W. Barillier, Mr. William M. Detweiler, Mr. Clinton M. Fair, Mr. Glen E. Heck, Mr. L. Eldon James, Dr. James W. Mann, and Mr. Walter J. Penrod.

Ex-officio members—Mr. Lewis D. Barton and Mr. Clayton Cottrell representing Assistant Secretary, Manpower, Department of Labor; and Dr. Walter Gale representing Dr. John R. Ottina.

Representing the Veterans' Administration—Mr. Larry Triplett, Mr. Morris "Bob" Nooner, Dr. Andrew S. Adams, Mr. Andrew H. Thornton, Mrs. Dorothy S. Hershberger, Mrs. Martha L. Bruegger, Mr. Donald R. Foxvog, Mr. Stratton M. Appleman, Mr. William J. Fallwell, Mr. Dysland, and Mr. Fred H. Branan.

Representing Educational Testing Service (ETS)—Mr. James L. Bowman, Dr. George Arnstein, Mr. J. Victor Hahn, Mr. Dave Nolan, and Mr. Jay Volkert.

Guests—Mr. Marc Heisler, Advanced Schools; Mr. Ron Bevensee, Office of Management and Budget; Mr. Ray Macdouall, American Legion; and Ms. Cordelia Richards, National Home Study Council.

Dr. Mann requested a summary of events from Mr. Detweiler, Chairman of the sub-committee assigned the task of assuring the obligation under Section 413 Public Law 92-540 calling for an Independent Study on comparison of education benefits under the 3 GI bills was fulfilled.

Mr. Detweiler gave a short recap of events leading to the contract being let to Educational Testing Service on May 25, 1973 to conduct the independent study. Progress reports and interim meetings with ETS and the sub-committee were held in June and July. The study is now before the full committee to determine what recommendations to make to the Administrator who has the responsibility of supplying Congress with the results of the Study and his recommendation in mid-September.

The chairman then called on Mr. Bowman, ETS Project Director of the Independent Study to give a brief overview of the Study.

Mr. Bowman thanked all for cooperation and assistance, without which this effort could not have been completed in 87 days. He then continued with the following summary.

In addition to the five or six broad aspects or requirements of this study which in essence were mandated by the Congress in Section 413, PL 92–540 the Administrator suggested certain guidelines for study areas that the indepenndnt study could undertake. Mr. Bowman suggested these be reviewed today and perhaps this would put the study in the proper perspective.

The first guideline or study area requested a review and analysis of the legislation covering the veterans educational assistance program and the pertinent and related literature. This has been accomplished in the study.

The second study goal was an analysis and comparison of the type, curriculum, operating and tuition costs of the educational and training institutions involved in the programs; public, private, geographic locations, academic and technical vocational schools and two and four year colleges. The study covers rather extensive information on costs at two and four year colleges and to some extent private technical vocational schools, but due to time limitations there is limited material on academic and technical vocational schools.

The third requirement was the analysis and comparison of veterans benefits programs redistributing the funds, cost of living at the time of the programs and other economic factors. Extensive comparisons have been made particularly between the benefits of WW II and those of the current program, both in light of cost of living indexes and other generally accepted indicators of socio-economic conditions. The study contains information on how veterans are financing their education and the actual cost they face in attending institutions which heretofore has not been available in any published form. It is hoped that this information will be of particular benefit to the Committee and the Administrator for future recommendations and directions.

The fourth requirement or suggested study guide was an analysis and comparison of the administrative structures and operations established to carry out the programs. The Administrator and his staff have been most helpful in tracing the evolution very briefly from 1930 to and including proposed organizational changes to meet the changing needs. ETS's analysis of this area was that the Administrator and the Veterans Administration have administratively organized in the most efficient manner for carrying out the mandates of the programs and are reactive to change and it is a constant evolution. This has some times made comparisons different, but on the other hand the time change, program structure and the administration appear to have changed accordingly.

The fifth study guide was analysis and comparison of the nature and make-up of the veterans eligible for and participating in the programs including age sex, race, socio-economic background, educational levels, experiences, educational and vocational objectives, military occupation specialities family status, geographical backgrounds, and comparisons on veterans. The time frame was most critical, and therefore a survey could not be made. A comparison has been made, however, with all data available from VA, Office of Education, Department of Labor and the Department of Defense.

The sixth point was analysis and comparison of participation rates of the veterans in the programs according to the nature and make-up of the veterans. The study contains an extensive discussion and analysis of the participation rates and it tries to place these factors in a somewhat different perspective.

Seven, analysis and comparison of the nature and make-up of the varied programs, including not only the academic courses but vocational training, apprenticeship, on-the-job training, work study, special PREP programs, tutorial programs, correspondence courses, and special purpose programs, and assistance programs to war orphans and widows. There is an attempt in the study to set forth all of those special programs which have been designed to assist veterans in their rehabilitation and to point out those which appear to have been most beneficial and those which have suffered because of budgetary or other items of this nature.

Eight, analysis and comparison of the quantity and quality of the programs in terms of cost effectiveness, amount of veteran participation time, personal adjustment, program completion—degrees and certificates awarded, etc. This again is an area in which the report which was submitted has only minimal information. This occurred because such information is not available in a detailed manner by which this analysis could be carried out. There has been an attempt to utilize other sources, smaller surveys, to draw some inferences and suggestions for the future, but the lack of existing data necessarily has limited the ability to respond to this particular point.

Nine, another study guide was an analysis and comparison of the information available, out-reach efforts, counseling, follow-through and follow-up for veterans in the program. Extensive information was available in this area, not only from the VA, but other agencies, particularly for the veterans of the Vietnam Era. The analysis and comparisons in the study indicate the role of the Veterans Administration in meeting changing needs and its ability to work with other organizations.

Finally, the final study guide was an analysis and comparison of corresponding veterans assistance programs and efforts by other federal agencies, state governments, veterans organizations and other public and private institutions and groups. The study contains extensive information in this area.

The Administrator said in his letter that the findings will be presented, with conclusions according to the purposes of the study. This has been done and Mr. Bowman reported that he and his staff are ready to discuss the Study with the Committee to assist with questions and clarifications. He further stated that ETS staff had been very dependent on the information with the VA and previously published information, and that the staff of the Administrator was most cordial and helpful during the course of the study. Mr. Bowman indicated that ETS has in this regard attempted to conduct an independent study which may reflect their own biases, but hopefully they have been independent biases.

Under the Chairmanship of Dr. Mann, the meeting continued with each conclusion being considered, with Mr. Bowman analyzing each conclusion in light of the study, followed by general discussion by all Committee members.

Upon a duly passed motion to reconsider action relative to Conclusion No. 1, Mr. Detweiler moved and Mr. Penrod seconded that the previous action taken on Conclusion No. 1 be rescinded and deleted from the minutes. Ayes: Mr. Cottrell, Mr. Penrod, Mr. Barillier, Mr. Detweiler, Mr. Heck and Mr. James. Nay: Mr. Fair.

The Motion was made by Mr. Detweiler, seconded by Mr. Barillier, that:

"In order to provide Congress an Independent Study that will incorporate the valuable information obtained from the meeting of the Administrator's Advisory Committee on Education and Rehabilitation with Educational Testing Service on August 30, 1973, and upon mutual agreement with the Educational Testing Services, the report submitted on August 21, 1973 is considered a draft final report and the report will be revised as follows: (1) The section on findings and conclusions will be revised to more directly relate to the "purposes" of the study (A–F), and (2) Data errors will be corrected throughout the report by ETS with cooperation provided by the VA Internal Liaison Committee. Furthermore, the Agenda for the August 30–31 meeting of the Advisory Committee will be changed so that only new business will be conducted the morning of August 31, and the Advisory Committee will recess at 11:30 a.m. on August 31 and reconvene about a week later to review the report on the Independent Study revised by ETS, and to develop recommendations for the Administrator.

Motion carried unanimously.

AUGUST 31, 1973

Dr. Mann called on Mr. Nooner to give an overview of the total educational service and programming for the purpose of perhaps establishing subcommittees to work closely with the Veterans Administration Education and Rehabilitation Staff. Following presentation and discussion, it was moved by Mr. Detweiler and seconded by Mr. James that the Chairman designate subcommittees to work with each of the Assistant Deputy Directors of the Education and Rehabilitation Service. Motion carried unanimously.

The Chairman recessed the meeting to reconvene at 8:00 a.m., Saturday, September 8, 1973 for the development of recommendations to the Administrator relative to the Study presented to the Committee by Educational Testing Service. The meeting recessed at 11:15 a.m.

MORRIS "BOB" NOONER,
Executive Secretary,

Approved: JAMES W. MANN, *Chairman.*

74TH MEETING OF THE ADMINISTRATOR'S EDUCATION AND REHABILITATION ADVISORY COMMITTEE, SECOND SESSION—SEPTEMBER 8, 1973

Mr. William M. Detweiler, Vice Chairman of the Education and Rehabilitation Advisory Committee called the meeting to order at 8:10 a.m., Saturday, September 8, 1973, with the following being present:

Members—Mr. Charles W. Barillier, Mr. William M. Detweiler, Mr. Clinton M. Fair, Mr. L. Eldon James, and Mr. Walter J. Penrod.

Ex-officio members—Mr. Clayton Cottrell, representing Assistant Secretary, Manpower, Department of Labor, and Mr. Walter Gale, representing Dr. John R. Ottina.

Representing the Veterans' Administration—Mr. Larry Triplett, Dr. Andrew S. Adams, Mrs. Dorothy S. Hershberger, Mr. Morris Nooner, Mr. Fred H. Branan, Mr. Robert Dysland, Mr. William J. Fallwell, Mr. Andrew H. Thornton, and Mr. Frank White.

Representing the Educational Testing Service—Mr. James L. Bowman, Mr. George Arnstein, and Mr. Dave Nolan.

Guest—Mr. Ray F. Macdouall, the American Legion.

Mr. Detweiler inicated that Dr. Mann and Dr. Heck had called indicating their inability to attend.

Distribution of the Final Report was made by the ETS. Dr. Adams, the appointed VA Liaison representative, read the following letter of transmittal.

SEPTEMBER 7, 1973.

Hon. DONALD E. JOHNSON,
Administrator of Veterans Affairs,
Veterans' Administration, Washington, D.C.

DEAR MR. JOHNSON: In accordance with your request of May 4, 1973 and Contract V101(134)P-171 awarded May 25, 1973, we are pleased to forward our final report: *Educational Assistance to Veterans: A Comparative Study of Three GI Bills.* This study was carried out pursuant to PL 92-540, Section 413.

As set forth in my letter of August 20, 1973, the suggestions for changes and/or correction of errors forthcoming from our Ad Hoc Advisory Panel together with the comments of your Advisory Committee at its meeting of August 30, 1973 have been considered in the preparation of this final report. It is, however, an independent report by the Educational Testing Service, and does not necessarily represent official Veterans' Administration position or policy.

Please be assured of our continued willingness to assist your Advisory Committee and/or staff in the interpretation of the report or in the formulation of specific recommendations.

Sincerely yours,

JAMES L. BOWMAN,
Project Director.

Mr. Detweiler called on Mr. Bowman, ETS Project Director, for comments re the submission of the final report.

Mr. Bowman indicated that ETS had incorporated a number of factual changes resulting from errors of commission or omission committed within the rapid time, typo errors, errors of data drawn to their attention by members of the ad hoc advisory members, and also members of the VA staff.

Mr. Bowman continued that they have also redone chapter one in accordance with comments of the Administrator's Advisory Committee in that they would find it most helpful if the central findings and conclusions were indicated under the specific purposes of the study. These were changes that have been made since the draft report. The principal conclusions or recommendations have not been changed. The report consists of 339 pages, plus three appendices, attending to the purpose of section 413, and the Administrator's request for proposal. Because of availability and assessibility of information, some aspects have been covered in greater detail than in others. This does not negate their importance, but suggests that further study and information is needed in these areas before further conclusions may be reached. Findings and conclusions reached in the course of the study which seemed to be of particular relevance to those that conducted the study are exhibited in Sections A through F. They are not considered as a total summary of the report and should not be considered as such.

Mr. Detweiler reviewed that the original request of the Committee was to reorganize the first chapter to follow the charges Congress put forth and to reference the fact that this chapter is not designed to stand alone, but that this chapter, with each conclusion, is to be considered in light of the entire study.

Mr. Bowman provided some corrections on page 11 and page 39 which he indicated would appear in the additional copies to be provided.

Chairman Detweiler presented each conclusion for general discussion and comments between the Advisory Committee and the ETS representatives.

Following clarification of areas of interpretation reference the report, ETS representatives left the meeting with mutual thanks being presented for the total cooperation and spirit between all participants in the study.

Minutes of the previous session were distributed for comments. These minutes will be acted upon following compilation of total minutes which will incorporate this meeting.

To inform the Committee of the activities of the Education and Rehabilitation Service re program development, Mr. Nooner reviewed legislative proposals that had been transmitted to the Administrator prior to the presentation of the study so that they may be considered in view of any legislative recommendations.

It was recommended that copies of the legislative proposals be made available to the Committee members for their review and comments as appropriate, perhaps with consultation of the various subcommittees which will be appointed by Dr. Mann.

Chairman Detweiler suggested that the study be reviewed in the order as presented and that recommendations be formulated for presentation to the Administrator.

A summarization of the detailed discussion which followed culminated in the following findings, observations and recommendations being formulated by the Advisory Committee to be transmitted to the Administrator:

1. The Study provided limited coverage to the "purposes" of the Study as specified in the law. Reasons for the limitations are presented in the preface section of the Study report.

2. The conclusions and findings appeared to be somewhat "selective" in terms of the broad aspects of the Study, such as conclusions regarding counseling "personal contact," veterans service organizations, and correspondence courses.

3. The Study concentrated on college level programs and minimized attention to below college level, on-the-job training, vocational education and related programs.

4. The ETS should be commended for the amount of valuable data on veterans benefits collected and presented in a limited time.

5. The Veterans Administration Internal Liaison Committee is commended for its cooperation and efforts in providing assistance to the Educational Testing Service.

A. *The scope and quality of the Educational and Training Programs.* Data contained in the Study indicate that the scope of Veterans Administration programs is broader today than previously available in the other two eras. However, the Study does not contain definitive conclusions on the comparison of the scope of the programs in the three eras.

On the other hand, it did conclude on the State Approving Agencies that traditionally it has been the policy of the Federal Government that no department, agency, or officer of the United States shall exercise any supervision or control, whatsoever, over any State Approving Agency, or State education agency, or any educational institution. In light of this policy, the Committee recommends that (1) the Administrator examine the efforts that are now being made within that framework to determine if they have been effective; and (2) to the extent that they have not been, the Committee recommends that the Administrator ask the Congress to address itself to the question as to whether or not the national policy should be changed in permit more efforts so that the veteran may receive better dollar value for the funds expended.

The Committee further recommends that the VA carefully review the performance of SAA's in terms of the standards and criteria they maintain in approving educational institutions for veterans.

B. *The degree of veteran participation in the programs.* Although isolated comparisons of participation rates based or specific time periods and addressed to certain groups may show less participation of Vietnam era veterans, the general over-all comparisons reveal that anticipated participation rates of Vietnam era veterans will be equal to, or greater than, the past eras.

Even though the Committee recognizes the increased efforts made by the VA as to the educationally disadvantaged and minority veterans, the Committee recommends that the VA give optimal effort toward developing new and innovative approaches to increase the participation rate of these veterans.

C. *The adequacy of the program benefits to veterans educational and training institutions, work-force and American society.* In the "adequacy of benefits" aspect of the Study and the related conclusions drawn, the Advisory Committee assumes that the intent of the legislation for the "GI Bill" of the three eras was to provide "assistance" to veterans and not to provide the full costs of educational and living expenses.

The Study shows that the benefits being paid to the majority of Vietnam veterans attending colleges is more adequate today than in WW II. This is true due to the higher percentage of veterans attending public two and four year institutions compared to WW II.

On the issue of should benefits be higher for veterans attending private institutions and higher costing public institutions in some States, the Advisory Committee recognizes that this is a congressional public policy matter.

D. *The available information and outreach efforts to meet the various educational and training needs of eligible veterans.* Concerning information and outreach efforts, the Advisory Committee notes the findings of the Study show that the efforts have increased while public attention and attitudes are less positive than in WW II. The Committee points out that the Study did not investigate the quality of counseling efforts, but only covered the quantitative aspects. The Committee believes it important that despite the finding that there is less "personal contact" today, the VA uses other means of contacting veterans, such as institutional veterans counselors. The Committee commends the VA on its shift from a passive information agency to one actively seeking to inform veterans of their benefits, and recommends the continuance of this positive approach.

The Advisory Committee notes that observations in the Study in respect to attention given veterans by the various service organizations, and their influence, may have some factual basis; but some statements in the Study are misleading, such as reference to the work of the U.S. Veterans Advisory Commission. The observations need to be considered in the light of today's conditions compared to past eras, the posture of national policy on veterans benefits, and the changing role of veterans organizations in the three eras.

E. *The nature and degree of abuses in the programs and the effectiveness of the safeguards established.* The Committee cites that the Study limited its investigation of the "nature and degree of abuses in the programs" to mainly correspondence courses. The Committee concurs with findings and conclusions on correspondence courses that question the advertising, sales procedures, and educational quality of some schools. The Committee notes that the Study does indicate that the abuses of WW II have been minimized, but does not elaborate with specific examples. Also, an exploration of "safeguards" for educational assistance programs is absent in the Study. Therefore, the Committee recommends that VA continue reviewing its programs and operations for all possible abuses and establish any necessary safeguards.

F. *The execution and administration of the educational and training programs.* On the aspect concerning the administration and execution of the education and training programs, the Committee concurs in the conclusions reported in the Study that the VA has administered the programs responsibly and effectively over the three eras.

However, the Committee recommends that the VA assume a more positive leadership and coordinating role among other federal agencies.

The Committee recognizes the negative connotations on vocational education and recommends that Congress be urged to review its legislation to insure equal treatment and status for vocational education programs for veterans.

Chairman Detweiler instructed the VA Internal Liaison Officer to read the recommendations of the Advisory Committee to the members of the Advisory Committee who were not present at the meeting for their information and reaction.*

The Advisory Committee members expressed their thanks to the VA staff for their efforts. The meeting adjourned at 4:30 p.m.

MORRIS 'BOB' NOONER.

Approved.

WILLIAM M. DETWEILER,
Vice Chairman.

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*The members were subsequently contacted and concurred with the recommendations.

PENDING EDUCATION AND TRAINING BILLS

TUESDAY, OCTOBER 2, 1973

House of Representatives,
Subcommittee on Education and Training of the
Committee on Veterans Affairs,
Washington, D.C.

The subcommittee met at 10:15 a.m., pursuant to notice, in room 334, Cannon House Office Building, Washington, D.C., Hon. George E. Danielson presiding.

Mr. Danielson. The hour of 10 o'clock having arrived, the committee will come to order. Mr. Helstoski, the subcommittee chairman, is not with us yet. He is on his way. He had a doctor's appointment this morning and it has taken him a little longer than anticipated.

Our first witness is Mr. James L. Bowman, project director of the Educational Testing Service, Princeton, N.J.

Would you proceed, Mr. Bowman.

STATEMENT OF JAMES L. BOWMAN, DIRECTOR, FINANCIAL AID STUDIES AND PROGRAMS, EDUCATIONAL TESTING SERVICE, PRINCETON, N.J., ACCOMPANIED BY DR. DAVID NOLAN, DIRECTOR, WASHINGTON OFFICE, EDUCATIONAL TESTING SERVICE

Mr. Bowman. Thank you very much, Mr. Chairman.

As you have indicated, I am James Bowman, director of financial aid studies and programs for the Educational Testing Service in Princeton. On my right is Dr. David Nolan, the director of our Washington office.

Mr. Chairman and members of the subcommittee, we appreciate the opportunity to appear before you today of clarify certain aspects of the study we recently completed which examined the educational and training benefits available to veterans of World War II and the Korean conflict in comparison with those benefits currently available under the post-Korean conflict educational assistance program.

As I am sure you are aware, the primary objective of the study was to provide an independent comparison of the educational assistance benefits available to returning servicemen under the three GI bills that have been in effect since 1944.

A study, which by law, was to be conducted within 6 months would have been a major undertaking for any organization, limiting the actual time available between the awarding of the contract on May 25, 1973, and delivery of the final draft report on August 21, 1973, a period of 87 days, has necessitated a report subject to a number of inherent limitations.

The time frame required that the scope of the study be focused on those areas where the bulk of the benefits are directed, such as, veterans receiving educational benefits. A second major limitation involved the basic noncomparability of many of the benefit programs and data that were or are now available.

Perhaps the most significant limitation was the inability to conduct any surveys of veterans, institutions, or others concerned with the education, training, or rehabilitation of the veterans of the Vietnam era.

The clearance requirements for surveys conducted with Federal funds are such that little, if any, time would have been available for analysis and inclusion in this report.

In the conduct of the study, it has been necessary to rely heavily on the Veterans' Administration for information, advice, and data supplemented by outside data, comparisons made by others, and independent contributions.

The study, however, has attempted to provide an independent analysis of these data and has given rise to our principal findings and conclusions.

In previous testimony before this subcommittee, the Veterans' Administration stated that ETS had prepared a commendable report and they believed that it is a valuable collection, in one document, of a vast amount of data on or related to the veterans' education and training programs.

We, too, feel that it is a major report and one that will provide a great deal of information for the future.

In view of these factors, we feel it necessary to clarify certain aspects of the Veterans' Administration testimony with respect to the study. It is not our intention to respond point by point to the criticisms raised in the Administrator of Veterans' Affairs letter of transmittal or in the previous testimony, for reasonable people may differ over the interpretation of data; we do wish to clarify our action with respect to the Administrators Advisory Committee and the VA's misinterpretation of a major finding of the study. It should be understood, however, that our not responding point by point in no way indicates our acceptance or agreement with these points.

In previous testimony, the VA indicated that:

> ETS was advised by the committee that the presentation of its findings and conclusions bore no apparent relationship to the purposes of the study as outlined in the contract, and that their proposed report contained certain inaccuracies and other errors of omission and commission—it was mutually agreed—that ETS would revise the section on "findings and conclusions" to make it relate more clearly to the purposes of the study and correct certain data errors.

It should be clearly noted that we were not asked nor would we have acquiesced in the changing of our principal findings and conclusions. We did reorder and restructure chapter 1 of our report so that the findings and conclusions relating to the purposes of the study were more clearly set out. In addition, typographical and arithmetical errors were corrected in the final report.

Of far greater consequence is the Veterans' Administration's interpretation of our finding that:

> In general, the "real value" of the educational allowance available to veterans of World War II was greater than the current allowance being paid to veterans

of the Vietnam conflict when adjustments are made for the payment of tuition, fees, books, and supplies.

As our study found, the current level of benefits, when adjusted for the average cost of tuition, fees, books, and supplies at a 4-year public institution, represents a significantly smaller proportion of U.S. average monthly earnings than did the subsistence allowance paid to the veteran of World War II.

This is true whether the veteran is attending a 4-year or 2-year public college, wether he is single or has dependents.

Only when the Vietnam veteran's expenditures for tuition, fees, books, and supplies are equal to or less than the average 4-year public institutions are his allowances slightly higher than the subsistence allowance paid his World War II counterpart, adjusted for changes in the Consumer Price Index.

However, unlike the veteran of World War II, the Vietnam conflict veteran finds a wide variance in the portion of his educational allowance available for subsistence payments, depending on the tuition and fees of the institution he attends.

In its previous testimony, the VA quoted a sentence from the report: "It is apparent that the average Vietnam veteran attending a 4-year public or a 2-year public institution has educational benefits slightly higher than his World War II counterpart when adjustments for changes in the Consumer Price Index are made," and subsequently made the observation that 80 percent of current veterans are better off than their World War II counterparts.

The sentence is taken out of context and can be misleading, for our report subsequently states:

> To the extent that a Vietnam veteran is not average, in other words, attending an institution where the tuition exceeds the U.S. average of $419 for a public institution, then his benefits are less than those available to the veteran of World War II.

The main thrust of this section of the report is that comparisons of benefits strictly on the basis of changes in the Consumer Price Index ignore the significant changes in tuition levels that have occurred and are not measured in such an index.

When the tuition levels are taken into consideration, there is a wide variance in the funds available to the veteran for living expenses depending upon the State of residence and 4-year public institution available to him.

Mr. Chairman, this concludes my statement. We appreciate the opportunity to appear before the subcommittee to offer these clarifying remarks. Dr. Nolan and myself will endeavor to respond to any questions which you, or any members of the subcommittee, may have.

Mr. DANIELSON. Thank you very much, Mr. Bowman.

Mr. Helstoski, do you have any questions?

Mr. HELSTOSKI. Not at this particular time. I am in the process of reading the report.

Mr. DANIELSON. Mr. Zwach.

Mr. ZWACH. Mr. Bowman, as your message comes through, it would appear to me that you would confess that this report is rather hurried, lacks detail, and that you really had to hurry a lot of the conclusions without adequate detail work, and so on, to verify and back it up.

That is what I get from your message. I don't think that is your fault. I would think maybe the Congress was in error in setting a time limit that hurried this thing so that you had to move with such speed you perhaps lacked clarity. What is your comment on that?

Mr. BOWMAN. I would agree, Mr. Zwach, that the time frame under which we operated was a very tight one. We support the findings and conclusions based on the evidence that we were able to arrive at during that 87 days.

Obviously we would have liked to have gone out for additional information that may have added additional comments, findings or conclusions. I did not mean to give the impression that our findings and conclusions were hurried; but only that we would have liked to have gotten even more data and information from a first-hand survey.

Mr. ZWACH. Generally, what time is required for a research group to make a comprehensive type of study of this nature?

Mr. BOWMAN. It depends. If this is with Federal funds then this has to be built in with the time process through the Office of Management and Budget.

Ordinarily, when we have evaluated projects, other types of Federal programs, we have normally allowed a year for the clearance, process and design of the survey instruments, the survey itself, follow ups and so forth.

Here we had to rely on data already collected in the main. We were able to use information that was available to ETS from other programs for some of our analysis.

Mr. ZWACH. Did you and your staff come away from this meeting convinced that we ought to go to a variable payment to institutions on the basis of cost rather than the payment to each veteran on an equal type of basis?

Mr. BOWMAN. That takes the study into the area of policy considerations. We were specifically, in this study, to come with findings and conclusions and not recommendations. I think the study has been conducted and provides information and insights from which further policy may be dictated.

Mr. ZWACH. I don't know whether you answered my question fully. Were you convinced that we ought to revert more to the World War II method rather than the Vietnam method.

Mr. BOWMAN. I am sorry, I did not mean to not answer your question.

Personally, one of our conclusions is that if equity is to be restored among current veterans attending institutions of higher education, that is, the same opportunity, then some form of variable tuition payment, or some means of ameliorating the differences in tuition costs between States would have to be devised, yes.

Mr. ZWACH. Would you also stretch that out to differences in living cost? Do you also apply that to differences in housing and other factors that enter into this naturally?

Mr. BOWMAN. Certainly there are differences from place to place in living cost. We have used the averages and I am not saying that the benefits themselves ought to vary for the living benefits depending upon cost of living.

What our study did find was that the real value of these benefits varied substantially, just on the basis of the tuition cost which the veteran must incur vis-a-vis his World War II counterpart.

Mr. Zwach. Did you get into the area at all of the use of the food stamps in the veterans' training programs?

Mr. Bowman. No, Mr. Zwach, we did not. We did have access to a body of knowledge within Educational Testing Service on how veterans are financing their education, but these are in the broad categories of expenses for food, housing, child care, transportation, and so forth.

We did not have the sufficient detail to answer that question.

Mr. Zwach. To your knowledge, was anything available to you on the use of food stamps?

Mr. Bowman. No. In the course of the study and the report, we visited all the other agencies concerned with education, particularly of veterans, including those of the Office of Education and Bureau of Labor, and so forth.

Mr. Zwach. You state in your program that in all publicly financed institutions there the Vietnam veteran is at least on a par or in a little better position than his World War II counterpart. Do you stand on that statement?

Mr. Bowman. The statement in the study is that if the World War II veteran's subsistence benefits are adjusted for cost of living, and the current veteran is attending an institution where the average public cost is $419 or less, then his benefits are about $100 more than the adjusted.

However, we also pointed out that the Consumer Price Index changes do not take into consideration the very significant change in tuition levels that have occurred.

Mr. Zwach. Did you come to any conclusion as to how many would be attending the private high-tuition colleges if this differentiation with regard to variable payments were made?

Mr. Bowman. No; we did not, Mr. Zwach.

Mr. Zwach. That is all I have.

Mr. Danielson. Mr. Helstoski.

Mr. Helstoski. Thank you, Mr. Danielson.

I might say the Educational Testing Service has an excellent reputation as a testing organization, and, as such, I think it has done a tremendous job in the compilation of this report. Unfortunately, you point out, there was a limitation in the time because of when the contract was let in relation to the time the report was due.

Would added time result in any different conclusions on the part of this organization, or would the net result be a more comprehensive, in-depth statistical analysis than is available to the committee through this report?

Mr. Bowman. I think the latter point, Mr. Helstoski. We would have liked very much to go out to institutions and veterans themselves with a survey as to how institutions are working with veterans. I do not believe our conclusions would have been significantly different.

Mr. Helstoski. There was an advisory committee selected to work in conjunction with making the evaluation based on the statistical documents accumulated. How did you arrive at the selection of these individuals forming this advisory committee?

Mr. Bowman. I think we should distinguish, Mr. Helstoski. There was the Administrators Advisory Committee, which oversaw the study or the recommendations—the findings and conclusions represented to them.

We convened an advisory panel. These were individuals who had knowledge of veterans, or had written in the field, or worked in this field. We tried to get a cross-section that could advise us at the very outset what data was available, how we should pursue this, some insights that they might have available from having worked in this field for so long.

Mr. **Helstoski.** But, in one form or another these individuals had been in some kind of veterans' programs, either as participants——

Mr. **Bowman.** Or had written in the field.

Mr. **Helstoski.** Perhaps it would have been wise to have some of the service or veterans' organizations included. Some objections were raised in this respect.

Mr. **Bowman.** In that respect, very true.

Mr. **Helstoski.** On page 5 of your statement you say the Veterans' Administration made an error in regard to the Vietnam veteran having more benefits available as a consequence of the GI bill. I am happy you clarified this point.

Regarding the CPI, would there be any difference if this were measured in terms of a dollar value comparison between 1945 and 1973? Would a clearer picture result if the comparison were made on that basis, or would it be distorted?

Mr. **Bowman.** I think it would be almost the same because you measure constant dollars in terms of change in the price index.

Mr. **Helstoski.** Thank you very much, Mr. Bowman. I appreciate your testimony and particularly the clarification of the statement made by the VA that the Vietnam veteran has received greater benefits.

Mr. **Danielson.** Mr. Abdnor.

Mr. **Abdnor.** Mr. Bowman, would you suggest we turn back to the old system like we did during World War II, of subsistence for the veterans and the way we handled their tuition? Do you prefer that method over what we do today, or is it more in dollars you are talking about?

Mr. **Bowman.** I don't think it is my place, Mr. Abdnor, to recommend what ought to have been done. Our finding was, if equity is to be restored, that is, veterans are to have the same accessibility to education, regardless of where they live, then some form of tuition payment or variable tuition payment would be required.

Whether this would be the World War II method or another method, I do not believe I am qualified to say how it ought to be carried out.

Mr. **Abdnor.** Do you feel the subsistence allowance of World War II was greater for those veterans than it is for our present-day veterans attending college?

Mr. **Bowman.** The educational benefits today per se, to the extent the veteran is attending the institution where the cost is greater than $419, then the World War II veterans benefits were greater, yes.

Mr. **Nolan.** It might be worthwhile to point out that the average figure of $419 will include most of the institutions of higher education in the country. Most of the institutions of higher education today will have tuition charges higher than that $419 figure.

Mr. **Abdnor.** I think you have to admit that to try to take care of this tuition problem varies from State to State, in private schools as well as State. We are going to have to go back to something like we had before because to pay everyone a flat rate to equal the highest, I don't know whether it is fair or not.

There are a lot of complex problems to be worked out in that respect. I can remember back to World War II students who attended the college I attended where every kid, whether he was in-State or out-of-State was charged out-of-State tuition for his tuition fees. It was quite a bonanza for the college itself because there is quite a difference between in-State and out-of-State.

Even though a guy was born and raised in that particular State he is still paying out-of-State tuition.

Mr. **Danielson**. Mr. Wilson of Texas.

Mr. **Wilson**. I have nothing.

Mr. **Danielson**. Mrs. Heckler.

Mrs. **Heckler**. Mr. Chairman, because I was not able to be here for the testimony, I would like to assure Mr. Bowman that I look upon his contribution and the contribution of the organization he represents as valuable, but I have no questions until I have an opportunity to study your statement.

Mr. **Danielson**. Mr. Walsh.

Mr. **Walsh**. I have a question relating to your statement on page 5 and the statement just made by the other gentleman. Here you indicated that most of the Vietnam veterans exceed the $419. By "most" can you put that in terms of percentages? What percentage of the Vietnam veterans are above the average as referred to on page 5?

Mr. **Bowman**. This was one area we could not secure data as to actual veterans' attendance because we could not undertake a survey. We do know the number in public schools, but how many are in institutions above that average or below we were not able to find out.

Mr. **Walsh**. But you do indicate most of them are.

Mr. **Bowman**. I think the statement by Dr. Nolan is that most institutions in this country will have tuition costs over $400.

Mr. **Walsh**. There is no way we could get the information then, other than to continue the study?

Mr. **Bowman**. A survey could be done. We have run across subsequent surveys of the type similar to the California study that we included as an appendix which have been done in Washington, Oregon, and Pennsylvania, and one is currently being undertaken in New York, which would give much greater insight into veterans' participation and the institutions they attend.

It might be possible, Mr. Walsh, that the current data being collected by the Office of Education as part of its operations reporting of Federal programs will have some data on veterans' participation and this can be related to cost at those institutions.

I think, within the next year we may have more and more information.

Mr. **Walsh**. I have no more questions.

Mr. **Danielson**. Mr. Helstoski, do you have any additional questions?

Mr. **Helstoski**. Thank you, yes. If the Vietnam veteran is not equal to the Korean or World War II veteran in terms of educational benefits, what are some suggestions or proposals of your organization in terms of an equalizer; dollars, payment of tuition, extension of benefits? Which one if not all would you think would be the fairest?

Mr. **Bowman**. We felt, and again, I don't want to tread into the policy area, Mr. Helstoski, but we did feel, and it comes through in one of our findings and conclusions, that in order to restore equity, some form of variable tuition payment would be required, or would be necessary. This, I think, would be the direction in order to ameliorate the differences in tuition cost from State to State of public institutions.

We use public as the average rather than private.

Mr. HELSTOSKI. You took into consideration, however, private institutions and their tuition costs in the survey you made?

Mr. BOWMAN. There are some veterans attending private institutions, yes. We took into consideration the private sector's increased tuition level by fivefold since 1948, which was the base year we used for World War II veterans. That has been even higher.

Mr. HELSTOSKI. Thank you.

Mr. DANIELSON. Mr. Bowman, as I understand your statement of this morning, you point out, first of all, that there are some inherent limitations in your report flowing from the fact that you had a foreshortened period of time, 87 days, in which to conduct the investigation, and much of that was consumed by overcoming the inertia of getting clearances to examine records; is that correct?

Mr. BOWMAN. I must say the Veterans' Administration was most cooperative in furnishing information and making their files available, so there was no inertia. We were notified of the award of the contract on May 25, and Dr. Nolan and I met with one of our consultants on the 26. We began moving that fast.

We were not able to undertake any clearance process for surveys because of the time limitation.

Mr. DANIELSON. By "clearance" you are referring to organizations and institutions, agencies, and others other than the Veterans' Administration; is that right?

Mr. BOWMAN. That is correct.

We were able to communicate with all agencies of the Government and many other agencies on a one-on-one basis. We were unable to devise a widespread survey across the country where we could secure information from a variety of veterans' organizations, institutions of higher education, and so forth. This is what would have required a clearance.

Mr. DANIELSON. And that is because of the shortness of time?

Mr. BOWMAN. That is correct.

Mr. DANIELSON. What do you mean by clearance requirements? You are not talking about security clearance?

Mr. BOWMAN. No. The Office of Management and Budget. Any research undertaken with Federal funds requires a statement of the purpose of the study, a copy of the collection document, and the analysis, plans, and so forth, which must be cleared by the Veterans' Administration and must be cleared by the Office of Management and Budget and their approval given to the actual carrying out of that particular survey.

Mr. DANIELSON. Did that slow you down?

Mr. BOWMAN. We were unable to do that. We would not have been able to get the report out if we had to follow that procedure. That is one of the limitations, Mr. Chairman, that we were unable to do that because there was not enough time to do it.

Mr. DANIELSON. The procedural frictions of getting through OMB would consume your entire 87 days or more.

Mr. BOWMAN. Or very close to it.

Mr. **Danielson**. In other words, that is sort of a millstone that you have to operate with and the millstone is far too heavy to get the job done in 87 days.

Then your report is, as you stated here, fundamentally a compendium or collection of data and information received from the Veterans' Administration, together with the data supplemented by outside data, comparisons made by others, and independent contributions; is that correct?

Mr. **Bowman**. That is correct.

Mr. **Danielson**. What do you refer to as "outside data"? What is within the parameters of outside data?

Mr. **Bowman**. There were two aspects of the study. While we were unable to go out for a survey of veterans, within Educational Testing Service, the College Scholarship Service had collected financial data on students seeking financial assistance in attendance at institutions of higher education in 1972–73. We were unable to conduct a special analysis of that data separating out those veterans who had sought assistance.

This was about 20 percent of the total population. This was data never before available in any form on how veterans were estimating what their expenses would be at institutions and how they expected to meet them.

Mr. **Danielson**. And this came from where?

Mr. **Bowman**. From Educational Testing Service itself.

Mr. **Danielson**. This was data already within your files?

Mr. **Bowman**. This was in our files as part of the ongoing operations of the College Scholarship Service. This is an activity of the College Entrance Examination Board which ETS administers.

It measures the ability of parents and their students to contribute toward educational costs.

Mr. **Danielson**. What is the name of that organization?

Mr. **Bowman**. College Scholarship Service.

Mr. **Danielson**. What schools are members of the College Scholarship Service? Are they public or private schools?

Mr. **Bowman**. Both, public, private, community colleges, secondary schools and secondary school systems, State scholarship programs and a variety of other sponsored scholarship services.

Mr. **Danielson**. "Other sponsored scholarship services," are those through big corporations and the like?

Mr. **Bowman**. Like General Motors, yes, sir.

Mr. **Danielson**. And that data already lay within your files and served as a resource?

Mr. **Bowman**. We did some special analyses of it.

Mr. **Danielson**. The next category is comparisons made by others. I will back up. Is anything else included with the outside data?

Mr. **Bowman**. The data contained in Appendix B, the Special Analysis of the Veteran in California. This was a survey of students by the State Scholarship Commission in California, which was conducted by the College Entrance Examination Board. We had access to that data and did some special analyses of the veteran population.

We had access to the files themselves in order that we could do some special analysis, breaking out the veteran population as compared to the total population.

Mr. DANIELSON. How old is that report?

Mr. BOWMAN. It was 1971–72.

Mr. DANIELSON. Is there anything else included within outside data?

Mr. BOWMAN. Not from within our own files.

Mr. DANIELSON. From without your own files.

Mr. BOWMAN. By outside data, the contributions made by the veterans organizations themselves, information from other Federal agencies. I don't quite know how to distinguish it. Maybe you are distinguishing between that furnished by the Veterans' Administration and that furnished by other agencies.

Mr. DANIELSON. There were other sources?

Mr. BOWMAN. We have quite an extensive bibliography and also a list of individuals interviewed during the course of this.

Mr. DANIELSON. In comparisons made by others, what information fell within that category?

Mr. BOWMAN. There have been a number of studies made of veterans by the Veterans' Administration, some by public interest groups. We reviewed, as a matter of course, the work done by Dr. Levitan of George Washington University on the history of veterans programs, and so forth, data of this nature.

Mr. DANIELSON. And independent contributions, what would they be?

Mr. BOWMAN. This would be, for example, the analysis that I performed on the data. I am an economist and I look upon this as an independent analysis and contribution. Dr. Nolan just reminded me the major source of comparisons made is, of course, the work of the Bradly Commission in the mid-1950's, which served as a very valuable reference point to the study group.

Mr. DANIELSON. That would also be outside data.

Mr. BOWMAN. And comparison by others.

Mr. DANIELSON. But not as clearly defined as these other groups?

Mr. BOWMAN. I think there is an overlap.

Mr. DANIELSON. As I understand your statement here, the conclusion is that for those veterans who attend a 4-year or 2-year public college or institution, the average cost of tuition, fees, books, and so forth will fall at $419 or lower, whereas, those who attend private institutions come into a higher average level; is that correct?

Mr. BOWMAN. Not quite, Mr. Chairman. The public institutions can vary significantly. That is an average figure. There will be some, such as the University of Texas, where tuition is $200 or plus. There are others, such as Penn State University, where the tuition is close to $900. They are both public. We use the average to say that if the veteran was attending an institution at $419 or less, then his benefits are about $100 better.

The statement refers to what we feel is a statement taken out of context and then being used to make the observation that 80 percent of the veterans are better off than the World War II counterparts.

This was misleading.

Mr. DANIELSON. In the private institutions were there any private institutions in which a veteran of today would be as well off or better off than the veteran of World War II or Korea?

Mr. BOWMAN. A veteran attending a private institution today would be better off than his World War II counterpart?

Mr. DANIELSON. In private institutions under today's GI bill?

Mr. BOWMAN. I know of none offhand, Mr. Danielson.

Mr. DANIELSON. But there are instances in which that would be true for those attending public schools and institutions.

Mr. BOWMAN. In a community college where tuition is generally lower or a public institution where because of State involvement in higher education, they have kept the tuition low.

Mr. DANIELSON. Take, for example, the University of California in Los Angeles, which is a public institution and a 4-year school. The veteran there would be slightly better off than the veteran of World War II or Korea?

Mr. BOWMAN. From my personal knowledge of UCLA, he would be worse off because the tuition and fees would exceed $419 there.

Mr. DANIELSON. What do you include in fees beside tuition?

Mr. BOWMAN. For example, California, in its university system for many years, did not charge tuition but had a variety of fees; student activity fees, health fees, gym fees, and so forth, all of which approximated what would be paid in tuition at another point.

Mr. DANIELSON. At the other points were there fees in addition to tuition?

Mr. BOWMAN. Yes. We took the average of tuition and fees as reported to the Office of Education by institutions of higher education themselves.

Mr. DANIELSON. On page 4, in your second major paragraph, you referred to a significantly smaller proportion of U.S. average monthly earnings represented by the current level of benefits.

I am trying to comprehend whether we are talking about educational benefits or the veterans participation in average monthly earnings, including the benefits as some of his earnings? Are we not comparing two different categories of things here, average monthly earnings and school benefits?

Mr. BOWMAN. This was another measure of comparability of the World War II benefits vis-a-vis the current benefits. In previous hearings I believe one of the analyses provided by the Library of Congress for the committee's considerations was looking at benefits as a percentage of average monthly earnings.

We continued that analysis and extended it in our current report. It was a measure of comparability, Mr. Chairman.

Mr. DANIELSON. To be valid, though, that requires we assume a student is to be compared with the full-time worker. Average monthly earnings means something somewhat different than you would expect a student to be requiring. Is that right or wrong?

Mr. BOWMAN. It provides, I think, a gage. As monthly earnings goes, so goes prices. It is another measure of comparability, similar, but not the exact manner as the Consumer Price Index.

Mr. DANIELSON. You mentioned, in response to a question of Mr. Zwach, that the students attending public institutions probably come out about $100 ahead of those who were World War II and Korean veterans, at least that is the way I understood your answer.

Mr. BOWMAN. If they are attending an institution where the tuition and fees are $419 or less, then their benefits are about $100 greater than the subsistence benefits paid to World War II veterans, adjusted for changes in the Consumer Price Index.

Mr. DANIELSON. That $100 would relate to what unit of time?

Mr. **Bowman**. For the 9-month academic school year.

Mr. **Danielson**. It looks to me in the final analysis, and I am not asking for a policy recommendation or a statement from you but just want to be sure I understand, one of the policy questions that the committee will have to resolve is whether or not the benefit should provide an equal unit or quantity of educational benefit, regardless of whether the veteran goes to a public institution or a private institution, or whether it should be related to some kind of a fixed-dollar amount and you can go to whatever school he chooses.

Isn't that a policy question we have to meet here?

Mr. **Bowman**. I would believe so, yes.

Mr. **Danielson**. It would be obvious, for example, if every veteran were entitled to an automobile, whether he buys a Pinto or a Cadillac, he is going to get a car, regardless of what brand he picks out. It makes a significant difference.

On the other hand, if he is allowed *x* dollars to buy a car, he can buy whatever he chooses. That is not a good analogy, but it does illustrate the point, doesn't it?

The gentleman nods his head in the affirmative manner. I assume he means yes.

I have no further questions.

Mrs. Heckler.

Mrs. **Heckler**. Mr. Chairman, in view of the fact that the ETS report arrived at my office last week during the time I was in Nairobi at the International Monetary Conference and busy with meetings of another committee which caused a conflict, I was not able to read your report.

I tried to get my hands on it a little earlier, but without success.

First of all, Mr. Chairman, I would ask unanimous consent to submit some questions to the witness in writing.

Mr. **Danielson**. There will be no objection.

Mrs. **Heckler**. Nevertheless, your statement presents some contrast with my own experience. I am particularly struck by the statement on page 2 of the clearance requirements for surveys, which really limits the basis of your analysis.

In my congressional district, you used all the data available in the noncleared areas, so I would like to see how my conclusions compare with yours.

I am interested in whether or not you consider the question of housing allowances. In my district many of the veterans have said that housing was available to them after World War II, which made the educational allowance go further.

At the present time, veterans housing is not a commodity and consequently, this extra personal burden requires them to have outside interest and outside jobs and also go to school at the same time.

Obviously, you don't mention that factor here. Is that brought into your study at all?

Mr. **Bowman**. Yes, it is in one of our conclusions and it is in the body of the report, that based on the changing Consumer Price Index the current veteran attending an institution at $419 or less appears to be better off. This hight be overstated because the World War II veteran had subsidized housing, special housing and other facilities available to him which are not available today.

Mrs. Heckler. Did you consider the question of the duration of time of eligibility provided for the utilization of benefits?

Mr. **Bowman.** Not in terms of comparability or adequacy of the benefits to finance an education. It is a part of our report in terms of the comparisons of the three bills and so forth.

Mrs. **Heckler.** One of the difficulties, it seems to me, is that we are comparing two different sociological periods in which the attitudes and problems that veterans face today are not similar to those which others faced.

One difficulty that was brought out to me in my district was the fact that the Vietnam veteran very often did not rerun and want to go right back into the classroom; that for one thing, he had almost a period of withdrawal and went into a shell for a long period of time before realizing he wanted to or should go back to school.

Then, when he did he found that the expiration date was approaching sooner than the graduation date, and that caused a problem for him, as did the fact that attitudes and adjustments after this war have been measurably different from those which I think were quite common after World War II.

This goes into the educational picture as well as all the other problems. I don't know if your study covers any of the psychological factors, but they seem to be a part of the return of the veteran and his utilization of GI benefits and what benefits would be equitable today.

Do you discuss any of these factors?

Mr. **Bowman.** Yes, we do, Mrs. Heckler.

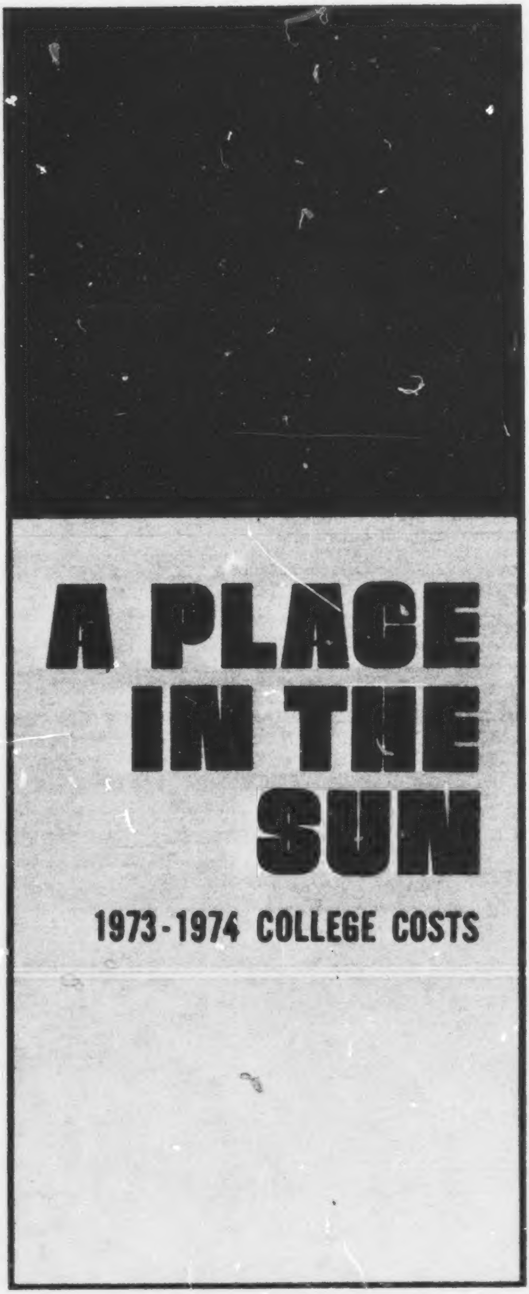
Mrs. **Heckler.** Then I see I must read your report.

Mr. **Danielson.** Are there any other members who have additional questions or would like to ask for comments?

Apparently not. You seem to have satisfied our curiosity. We thank you for appearing and for your statement.

There being no further business to come before the committee, we now stand in recess. Without objection, a publication of the Union Central Life Insurance Company of Cincinnati, Ohio, containing data on current college costs as prepared by the Life Insurance Agency Management Association of Hartford, Conn., will be included in the record at this point. A similar publication has been included in previous hearings of the subcommittee on this subject, and to data to be included here represents changes for the 1973–74 school year.

[The publication referred follows:]



A PLACE IN THE SUN

1973-1974 COLLEGE COSTS

Explanatory Notes

The sample — All accredited United States colleges and universities granting the bachelor's degree were invited to participate; all but a few replied, and their cooperation is gratefully acknowledged. The many community and resident colleges whose programs do not extend to the bachelor's level could not be included.

Enrollments — These are the approximate numbers of full-time undergraduates expected; part-time and graduate students may make total enrollments much higher.

Costs — The basic costs for one standard program (generally liberal arts) are shown; they do not include deposits, extra fees for such courses as music or science, or one-time entrances fees. Colleges whose room and board charges vary report average charges.

A few colleges have study-&-job programs, which alternate periods of study and of employment in the student's field; by applying his earnings, the student in effect lowers his costs from those shown. These programs are noted under "Comments." Most colleges, of course, have some self-help and scholarship aid available.

Some colleges guarantee the entering student that certain charges will not increase during his undergraduate years. These guarantees are noted under "Comments," and the charges for entering students are shown; they may be higher than those for returning upperclassmen. Other colleges have optional plans available: The student elects to pay an additional amount the first year or two and lesser amounts in the later years to guarantee that the **average** equals the current charges; the availability of such plans is noted, but the costs shown do not include the extra initial payments.

Staggered attendance or acceleration — If a standard third semester or fourth quarter or term is offered, this is noted under "Comments." Noted also are standard three-year bachelor's programs.

Presentation of data — The colleges are listed alphabetically, and an index by state follows the listing. These abbreviations are used in the listing:

R&B—room and board

‡—1972-1973 charges—
1973-1974 not reported

‡‡—1972-1973 charges—
1973-1974 not established as of April 15, 1973

Pu—public institution

Pr—private institution

C—coeducational

W—women only

M—men only

Co—coordinate (separate affiliated college)

avail.—available

est.—estimate

qtrs.—quarters

sems.—semesters

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Hartford, Connecticut 06105

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Dear Parent:

You, like most parents, hope to send your children to college. You are doing all you can to help your youngsters prepare for college admission, but will you be prepared when the time comes?

This booklet can help you prepare by showing you today's costs at the colleges your children may choose. It lists the basic costs—tuition, standard fees, and room and board—at most of the colleges and universities in the United States. Also to be considered are the costs that depend on each individual's situation: transportation, books, clothing, allowances, possibly fraternity or sorority dues—the personal expenses of college life.

Finally, you need to expect a rise in costs by the time the children are ready for college. Last year, more than four fifths of the colleges reported increases in charges, and the median increase was over 7 percent. Costs of everything have gone up in recent years, of course, but in the last five years, college costs have gone up over 10 percent **more than** prices in general.

The cost work sheet at the back of this booklet will help you arrive at an estimate of the cost of your children's education. If you are like most American families, you will find that you cannot expect to finance the entire cost on a pay-as-you-go basis, even if scholarship aid is available. For most families, a plan of systematic saving to provide for college expenses is a "must."

Helping people make adequate provision for family security—of which arranging for educational funds is one aspect—is the job for which your life insurance agent is uniquely trained.

Sincerely,

The Union Central Life Insurance Company
Cincinnati

1898

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
A										
Abilene Christian Col.	Abilene, Tex.	PrC	1700	1600	3300	$1404	$180	$ 900	$2484	
Acad. of the New Church	Bryn Athyn, Pa.	PrC	60	60	120	627	140	954	1721	
Adams State Col.	Alamosa, Colo.	PuC	1300	1300	2600	—456—		825	1281	Out of state +$975. 4 qtrs. avail.
Adelphi Univ.‡	Garden City, N. Y.	PrC	1500	1500	3000	2160	168	1350	3678	
Adrian Col.	Adrian, Mich.	PrC	475	475	950	1910	112	974	2996	
Agnes Scott Col.	Decatur, Ga.	PrW		625	625	2200	50	1200	3450	
Akron, Univ. of	Akron, O.	PuC	6200	4350	10,550	570	135	1245	1950	Out of state +$960. 4 qtrs. avail.
Alabama, Univ. of	University, Ala.	PuC	6725	4700	11,425	510		875	1385	Out of state +$510
Birmingham	Birmingham, Ala.	PuC			6000	525	90		615	Out of state +$525. 4 qtrs. avail. No housing
Huntsville‡	Huntsville, Ala.	PuC	800	500	1300	525	7	1000*	1532	Out of state +$525. 4 qtrs. avail. *No housing; off-campus est.
Alabama State Univ.	Montgomery, Ala.	PuC	1200	1500	2700	—384—		810	1194	Out of state +$225. 4 qtrs. avail.
Alaska, Univ. of	Fairbanks, Alas.	PuC	2230	1615	3845	272	130	1470	1872	Out of state +$600
Anchorage	Anchorage, Alas.	PuC	3145	3550	6695	272			272	Out of state +$600. No housing
Juneau	Juneau, Alas.	PuC	235	310	545	272			272	Out of state +$600. No housing
Alaska Methodist Univ.	Anchorage, Alas.	PrC	250	250	500	2150	100	1800	4050	
Albertus Magnus Col.	New Haven, Conn.	PrW		500	500	1900	108	1500	3508	
Albion Col.	Albion, Mich.	PrC	895	810	1705	2300	31	1310	3641	
Albright Col.	Reading, Pa.	PrC	700	675	1375	2360		1080	3440	
Albuquerque, Univ. of	Albuquerque, N. M.	PrC	900	540	1440	1140	60	1100	2300	
Alcorn Agr. & Mech. Col.	Lorman, Miss.	PuC	1300	1600	2900	400		750	1150	Out of state +$600
Alderson-Broaddus Col.	Philippi, W. Va.	PrC	610	610	1220	1700	142	1018	2860	Guaranteed-tuition plan avail. 4 terms avail.
Alfred Univ.	Alfred, N. Y.	PrC	1350	885	2235	2767	33	1350	4150	
N. Y. State Col. of Ceram.					See:	New York, State Univ. of				
Allegheny Col.	Meadville, Pa.	PrC	950	750	1700	—2450—		1105	3555	
Allen Univ.‡	Columbia, S. C.	PrC	350	450	800	650	380	750	1780	
Alliance Col.	Cambridge Springs, Pa.	PrC	250	150	400	1700	272	950	2922	
Alma Col.	Alma, Mich.	PrC	625	625	1250	2039	42	1071	3152	
Alma White Col.‡	Zarephath, N. J.	PrC			85	900	25	500	1425	
Alvernia Col.	Reading, Pa.	PrW	20*	200	220	1100	110	1100	2310	*Day students
Alverno Col.	Milwaukee, Wis.	PrW		900	900	1400		900	2300	
American International Col.	Springfield, Mass.	PrC	1100	580	1680	1680	211	1040	2931	3-yr. bachelor's program avail.
American Univ., The	Washington, D. C.	PrC	2900	2600	5500	2400		1204	3604	
Amherst Col.	Amherst, Mass.	PrC	1200	30	1230				4355*	*Includes tuition, fees, R&B
Anchorage Community Col.‡	Anchorage, Alas.	PuC	1100	600	1700	200			200	Out of state +$300. 3 sems. avail. No housing
Anderson Col.	Anderson, Ind.	PrC	875	825	1700	1440	140	800	2380	
Andrews Univ.	Berrien Springs, Mich.	PrC	640	680	1320	1830	21	1065	2916	4 qtrs. avail.
Angelo State Univ.	San Angelo, Tex.	PuC	2300	1750	4050	120	160	990	1270	Out of state +$1200
Anna Maria Col.	Paxton, Mass.	PrW	20*	530	550	1700	10	1200	2910	*Special students
Annhurst Col.	Woodstock, Conn.	PrW	10*	400	410	1600	150	1200	2950	*Special students
Antioch Col.	Yellow Springs, O.	PrC	1300	1150	2450	3600	235	840	4675	Tuition guaranteed. Study-&-job program. 4 qtrs. avail.
Washington-Baltimore	Baltimore, Md.	PrC	150	150	300	3200	100		3300	4 qtrs. avail. No housing
Appalachian State Univ.	Boone, N. C.	PuC	3200	3300	6500	486		879	1365	Out of state +$1585. 4 qtrs. avail.
Aquinas Col.	Grand Rapids, Mich.	PrC	550	500	1050	1915		1000	2915	4 qtrs. avail.
Arizona, Univ. of	Tucson, Ariz.	PuC	9200	6700	15,900		411	900	1311	Out of state +$890
Arizona State Univ.	Tempe, Ariz.	PuC	11,000	7900	18,900	320		980	1300	Out of state +$890
Arkansas, State Col. of	Conway, Ark.	PuC	2100	2400	4500	400	10	960	1370	Out of state +$510
Arkansas, Univ. of	Fayetteville, Ark.	PuC	6500	4000	10,500	400		950	1350	Out of state +$530
Little Rock	Little Rock, Ark.	PuC	2600	2400	5000	400			400	Out of state +$530. No housing
Monticello	Monticello, Ark.	PuC	1200	600	1800	400	15	800	1215	Out of state +$300
Pine Bluff	Pine Bluff, Ark.	PuC	1100	1200	2300	400	45	738	1183	Out of state +$300
Arkansas Col.	Batesville, Ark.	PrC	255	155	410	1400		1050	2450	
Arkansas Polytech. Col.	Russellville, Ark.	PuC	1500	800	2300		410	720	1130	Out of state +$530
Arkansas State Univ.	State University, Ark.	PuC	3800	2800	6600	400	7	700	1107	Out of state +$300
Armstrong Col.‡	Berkeley, Cal.	PrC	290	140	430	1050	18	1125	2193	4 qtrs. avail.
Armstrong State Col.	Savannah, Ga.	PuC	1600	1100	2700		360		360	Out of state +$405. 4 qtrs. avail. No housing
Asbury Col.	Wilmore, Ky.	PrC	530	620	1150	1500	165	825	2490	
Ashland Col.	Ashland, O.	PrC	1150	1100	2250	2452	56	1136	3644	
Assumption Col.	Worcester, Mass.	PrC	500	500	1000	2200	130	1190	3520	
Atlantic Christian Col.	Wilson, N. C.	PrC	850	850	1700	1050	82	756	1888	
Atlantic Union Col.	South Lancaster, Mass.	PrC	335	380	715	1996	181	950	3127	
Auburn Univ.	Auburn, Ala.	PuC	9300	4500	13,800	525		850	1375	Out of state +$525. 4 qtrs. avail.
Montgomery	Montgomery, Ala.	PuC	1900	850	2750	525		1000*	1525	Out of state +$525. 4 qtrs. avail. *No housing; off-campus est.
Augsburg Col.	Minneapolis, Minn.	PrC	640	785	1425	1845	185	1040	3070	
Augusta Col.	Augusta, Ga.	PuC	1935	1520	3455	345	45	1000*	1390	Out of state +$540. 4 qtrs. avail. *No housing; off-campus est.
Augustana Col.	Rock Island, Ill.	PrC	1100	1100	2200	2055	78	1155	3288	
Augustana Col.	Sioux Falls, S. D.	PrC	770	940	1710	1900	275	805	2980	Guaranteed-tuition plan avail.

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
A (continued)										
Aurora Col	Aurora, Ill.	PrC	430	280	710	$1950	$ 91	$1200	$3241	
Austin Col	Sherman, Tex	PrC	690	510	1200	—2250—		1100	3350	Cost guaranteed
Austin Peay State Univ	Clarksville, Tenn.	PuC	1600	1200	2800	—363—		861	1224	Out of state +$720
Avila Col.	Kansas City, Mo.	PrC	60	540	600	1470	63	1050	2583	
Azusa Pacific Col.	Azusa, Ca	PrC	490	400	890	—1780—		1100	2880	
B										
Babson Col.:	Babson Park, Mass.	PrC	900	100	1000	2350	125	1238	3713	
Baker Univ	Baldwin City, Kan	PrC	425	390	815	1450	40	950	2440	
Baldwin-Wallace Col.	Berea, O.	PrC	1050	1050	2100	2429	140	1140	3709	
Ball State Univ.	Muncie, Ind.	PuC	7200	8800	16,000	630		1035	1665	Out of state +$630. 4 qtrs. avail.
Baptist Col. at Charleston	Charleston, S.C.	PrC	900	600	1500	1340	190	1120	2650	
Barat Col.:	Lake Forest, Ill.	PrW		500	500	1800	100	1200	3100	
Barber-Scotia Col.	Concord, N. C.	PrC	200	400	600	750	221	854	1825	
Barnard Col.	New York, N. Y.	PrW		1950	1950	2960	140	1285*	4385	*5-day board
Barrington Col	Barrington, R. I.	PrC	280	335	615	1750	170	1070	2990	
Barry Col.	Miami Shores, Fla.	PrW		700	700	1700	20	1125	2845	
Bates Col	Lewiston, Me	PrC	670	530	1200				3550*	3-yr. bachelor's program avail. *Includes tuition, R&B
Baylor Univ.:	Waco, Tex	PrC	3500	3000	6500	1120	34	890	2044	
Beaver Col	Glenside, Pa.	PrC	50	750	800	2550	75	1350	3975	
Belhaven Col.	Jackson, Miss.	PrC	275	325	600	1190	50	860	2100	
Bellarmine Col.	Louisville, Ky.	PrC	630	420	1050	1600	40	980	2620	
Belmont Abbey Col.	Belmont, N. C.	PrC	650	100	750	1300	125	835	2260	
Belmont Col.	Nashville, Tenn.	PrC	500	500	1000	1160		700	1860	3-yr. bachelor's program avail.
Beloit Col.:	Beloit, Wis	PrC	900	900	1800	3300*	5	1020	4325	*Graduated-tuition plan, guaranteed maximum
Bemidji State Col	Bemidji, Minn.	PuC	2240	1760	4000	348	144	900	1392	Out of state +$400
Benedict Col	Columbia, S. C.	PrC	600	800	1400	—1416—		800	2216	
Benedictine Col	Atchison, Kan	PrC	650	500	1150	1530	25	950	2505	
Bennett Col.	Greensboro, N. C.	PrW		625	625	1195	90	815	2100	
Bennington Col.	Bennington, Vt	PrC	160	430	590	4175		1100	5275	
Bentley Col.	Boston, Mass.	PrC	2100	150	2250	2250		1400	3650	
Berea Col.::	Berea, Ky.	PrC	675	725	1400		144	720	864	
Berry Col.	Mount Berry, Ga.	PrC	550	550	1100	1260	90	1005	2355	4 qtrs. avail.
Bethany Bible Col.	Santa Cruz, Cal.	PrC	265	190	455	1040	330	950	2320	
Bethany Col.	Lindsborg, Kan.	PrC	400	350	750	—1445—		885	2330	
Bethany Col.	Bethany, W. Va.	PrC	630	545	1175	1860	629	1130	3619	
Bethany Nazarene Col.	Bethany, Okla.	PrC	650	600	1250	1080	60	900	2040	
Bethel Col.	Mishawaka, Ind.	PrC	250	250	500	1376	70	930	2376	
Bethel Col.	North Newton, Kan.	PrC	235	225	460	1515	55	895	2465	
Bethel Col.	St. Paul, Minn.	PrC	550	675	1225	1900		900	2800	
Bethel Col.	McKenzie, Tenn.	PrC	300	150	450	990	15	900	1905	
Bethune-Cookman Col.	Daytona Beach, Fla.	PrC	600	700	1300	—1413—		806	2219	
Biola Col.	La Mirada, Cal.	PrC	775	875	1650	1670		1010	2680	
Birmingham-Southern Col.	Birmingham, Ala.	PrC	525	475	1000	1500		900	2400	
Bishop Col.	Dallas, Tex.	PrC	750	600	1350	1350	191	900	2441	
Black Hills State Col.	Spearfish, S. D.	PuC	1500	1400	2900	368	110	802	1280	Out of state +$448. 3-yr. bachelor's program avail.
Blackburn Col.	Carlinville, Ill.	PrC	300	320	620	1470	75	275	1820	4 terms avail.
Bloomfield Col.:	Bloomfield, N. J.	PrC	800	450	1250	1910	55	1060	3025	
Bloomsburg State Col.::	Bloomsburg, Pa.	PuC	1900	2400	4300	700	70	756	1526	Out of state +$772
Bluefield State Col.:	Bluefield, W. Va.	PuC	650	300	950	222		800*	1022	Out of state +$600. *No housing; off-campus est.
Blue Mountain Col.	Blue Mountain, Miss.	PrW	60*	280	340	810	149	750	1709	*Day students
Bluffton Col.:	Bluffton, O.	PrC	400	360	760	1880	70	950	2900	
Bob Jones Univ.	Greenville, S. C.	PrC	1830	1770	3600	765	120	1125	2010	
Boise State Col.	Boise, Ida.	PuC	3875	2180	6055	356		880	1236	Out of state +$940
Boston Col.	Chestnut Hill, Mass.	PrC	4600	3000	7600	2650	175	1300	4125	
Boston State Col.	Boston, Mass.	PuC	2900	2500	5400	250	65		315	Out of state +$400. No housing
Boston Univ.	Boston, Mass.	PrC	6000	6900	12,900	2690	171	1406	4267	
Bowdoin Col.	Brunswick, Me.	PrC	910	300	1210	2700	95	1325	4120	
Bowie State Col.	Bowie, Md.	PuC	750	850	1600	200	287	1220	1707	Out of state +$450
Bowling Green State Univ.	Bowling Green, O.	PuC	6600	6600	13,200	780		1095	1875	Out of state +$1143. 4 qtrs. avail.
Bradley Univ.	Peoria, Ill.	PrC	2500	1400	3900	2100		1100	3200	
Brandeis Univ.	Waltham, Mass.	PrC	1210	1185	2395	3100	96	1400	4596	
Brenau Col.	Gainesville, Ga.	PrW	15*	470	485	1296	81	1188	2565	*Day students
Brescia Col.	Owensboro, Ky.	PrC	300	275	575	1000	125	825	1950	
Briar Cliff Col.	Sioux City, Ia.	PrC	450	400	850	1450	50	937	2437	3 sems. avail.
Briarcliff Col.	Briarcliff Manor, N. Y.	PrW		400	400	4200*	110		4310	*Includes R&B
Bridgeport, Univ. of	Bridgeport, Conn.	PrC	2200	2000	4200	2150		1250	3400	

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NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
B (continued)										
Bridgewater Col.	Bridgewater, Va.	PrC	400	400	800	$1675	$275	$ 925	$2875	
Bridgewater State Col.	Bridgewater, Mass.	PuC	1350	2455	3805	300	110	850	1260	Out of state +$300
Brigham Young Univ.	Provo, Ut.	PrC	13,400	12,100	25,500	900		855	1755	Latter Day Saint member $300 less. 3 sems. avail.
Brown Univ.	Providence, R. I.	PrCo	3300	*	3300	3250	30	1450	4730	*See Pembroke Col.
Bryan Col.	Dayton, Tenn.	PrC	270	280	550	—1250—		1150	2400	
Bryant Col.	Smithfield, R. I.	PrC	2000	500	2500	2000	27	1150	3177	
Bryn Mawr Col.	Bryn Mawr, Pa.	PrW		860	860	2950	50	1450	4450	
Bucknell Univ.	Lewisburg, Pa.	PrC	1850	1025	2875	2925	34	1075	4034	
Buena Vista Col.	Storm Lake, Ia.	PrC	430	260	690	1850		925	2775	
Butler Univ.	Indianapolis, Ind.	PrC	1095	1060	2155	1850		980	2830	
C										
Caldwell Col. for Women ‡	Caldwell, N. J.	PrW		700	700	1500		1175	2675	
California, Univ. of										
Berkeley	Berkeley, Cal.	PuC	18,345	10,210	28,555	300	338	1300	1938	
Davis	Davis, Cal.	PuC	8775	6225	15,000	300	321	1300	1921	
Irvine	Irvine, Cal.	PuC	4050	2935	6985	300	321	1300	1921	
Los Angeles	Los Angeles, Cal.	PuC	17,080	11,530	28,610	300	325	1300	1925	
Riverside	Riverside, Cal.	PuC	3260	2255	5515	300	345	1300	1945	Out of state +$1500
San Diego	La Jolla, Cal.	PuC	4450	2490	6940	300	318	1300	1918	
Santa Barbara	Santa Barbara, Cal.	PuC	6630	5670	12,300	300	340	1300	1940	
Santa Cruz	Santa Cruz, Cal.	PuC	2510	2240	4750	300	330	1300	1930	
California Baptist Col.	Riverside, Cal.	PrC	390	340	730	1280	123	920	2323	
California Col. of Arts & Crafts ‡	Oakland, Cal.	PrC	480	690	1170	1800		800*	2600	*Room only
California Inst. of Tech. ‡	Pasadena, Cal.	PrC	740	60	800	2760	120	1275	4155	
California State Col.										
Bakersfield	Bakersfield, Cal.	PuC	1300	1200	2500	90	2	1200	1292	Out of state +$1110. 3-yr. bachelor's program avail. Guaranteed-cost plan avail.
Dominguez Hills	Dominguez Hills, Cal.	PuC	2500	2500	5000		143	1517*	1660	Out of state +$1110. *No housing; off-campus est.
San Bernardino	San Bernardino, Cal.	PuC	1500	1100	2600		157	1150	1307	Out of state +$1110
Sonoma	Rohnert Park, Cal.	PuC	2770	2400	5170		140	1250	1390	Out of state +$1110
California State Col.	California, Pa.	PuC	2400	2100	4500	700	70	640	1410	Out of state +$772. 3 sems. avail.
California State Polytech. Univ.	San Luis Obispo, Cal.	PuC	7000	5000	12,000		163	1245	1408	Out of state +$1110. 4 qtrs. avail.
Pomona	Pomona, Cal.	PuC	7500	3500	11,000		163	1200	1363	
California State Univ.										
Chico	Chico, Calif.	PuC	5530	4770	10,300		160	1198	1358	Out of state +$1110
Fresno	Fresno, Cal.	PuC	7500	5500	13,000		168	1200	1368	Out of state +$1110
Fullerton	Fullerton, Cal.	PuC	6300	3900	10,200		160	1200	1360	Out of state +$1270
Hayward	Hayward, Cal.	PuC	5640	4560	10,200	—144—		1345	1489	Out of state +$1110. 4 qtrs. avail.
Humboldt	Arcata, Cal.	PuC	3900	2400	6300	162		1100	1262	Out of state +$1125
Long Beach	Long Beach, Cal.	PuC	12,545	8655	21,200		164	1400	1564	Out of state +$1110
Los Angeles	Los Angeles, Cal.	PuC	11,000	6500	17,500		220	1350*	1570	Out of state +$1480. 4 qtrs. avail. *No housing; off-campus est.
Sacramento	Sacramento, Cal.	PuC	8400	6600	15,000		186	1070	1256	Out of state +$1110. Guaranteed R&B plan avail.
San Diego	San Diego, Cal.	PuC	9250	6850	16,100		161	1250	1411	Out of state +$1110
San Francisco	San Francisco, Cal.	PuC	7000	7000	14,000		164	1100	1264	Out of state +$1110
San Jose	San Jose, Cal.	PuC	13,600	8000	21,600		164	1100	1264	Out of state +$1100
Calvary Bible Col.	Kansas City, Mo.	PrC	235	175	410	1040	140	660*	1840	*5-day board
Calvin Col.	Grand Rapids, Mich.	PrC	1640	1540	3180	1690		900	2590	Chr. Reformed Ch. member tuition less
Campbell Col.	Buies Creek, N. C.	PrC	1400	800	2200	1435	8	810	2253	
Campbellsville Col.	Campbellsville, Ky.	PrC	400	400	800	960	90	890	1940	
Canisius Col.	Buffalo, N. Y.	PrC	1900	600	2500	2100	34	1130	3264	
Capital Univ.	Columbus, O.	PrC	950	990	1940	2350		1095	3445	Nursing & music +$250
Cardinal Stritch Col.	Milwaukee, Wis.	PrC	120	330	450	1250		950	2200	
Carleton Col.	Northfield, Minn.	PrC	790	790	1580				4000*	*Includes tuition, fees, R&B
Carlow Col. ‡	Pittsburgh, Pa.	PrW		790	790	1950	50	1250	3250	
Carnegie-Mellon Univ.	Pittsburgh, Pa.	PrC	2150	1000	3150	2500		1250	3750	
Carroll Col.	Helena, Mont.	PrC	510	340	850	1200	144	930	2274	
Carroll Col.	Waukesha, Wis.	PrC	550	585	1135	2210	170	1060	3440	
Carson-Newman Col.	Jefferson City, Tenn.	PrC	920	765	1685	1200		940	2140	In-state student $100 less
Carthage Col.	Kenosha, Wis.	PrC	700	600	1300	2050	72	950	3072	
Case Western Reserve Univ.	Cleveland, O.	PrC	2500	1400	3900	2600	110	1330	4040	
Castleton State Col.	Castleton, Vt.	PuC	580	695	1275	720	106	1100	1926	Out of state +$1155
Catawba Col.	Salisbury, N. C.	PrC	625	575	1200	1452	162	867	2481	4 qtrs. avail.
Catholic Univ. of America	Washington, D. C.	PrC	1080	980	2060	2325	46	1465	3836	Guaranteed-cost plan avail.
Catholic Univ. of Puerto Rico	Ponce, P. R.	PrC	2700	3500	6200	900	58	800	1758	
Cedar Crest Col.	Allentown, Pa.	PrW		700	700	2520	195	1225	3940	3-yr. bachelor's program avail.
Centenary Col. of Louisiana	Shreveport, La.	PrC	400	320	720	1390	110	1000	2500	Music +$100. 3 sems. avail.
Central Col.	Pella, Ia.	PrC	610	590	1200	1995	48	900	2943	
Central Connecticut State Col.	New Britain, Conn.	PuC	3725	3525	7250	450	120	950	1520	Out of state +$900
Central Methodist Col.	Fayette, Mo.	PrC	440	290	730	—1400—		850	2250	3-yr. bachelor's program avail.
Central Michigan Univ.	Mt. Pleasant, Mich.	PuC	5700	6500	12,200	512	30	1140	1682	Out of state +$640

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NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
C (continued)										
Central Missouri State Col.	Warrensburg, Mo.	PuC	6000	4500	10,500		$300	$ 855	$1155	Out of state +$600. 4 qtrs. avail.
Central State Univ.	Edmond, Okla.	PuC	4000	2600	6600	$ 340		742	1082	Out of state +$495
Central Washington State Col.	Ellensburg, Wash.	PuC	3100	2900	6000	75	420	1025	1520	Out of state +$864. 3-yr. bachelor's program only
Central Wesleyan Col.	Central, S. C.	PrC	168	182	350	1472		740	2212	
Centre Col. of Kentucky	Danville, Ky.	PrC	440	330	770	2000	150	1100	3250	
Chadron State Col.	Chadron, Neb.	PuC	1100	1100	2200	363	60	758	1181	Out of state +$308
Chaminade Col. of Honolulu	Honolulu, Hawaii	PrC	500	370	870	1100	110	1050	2260	
Chapman Col.	Orange, Cal.	PrC	600	600	1200	2070	76	535	2681	
Charleston, Col. of	Charleston, S. C.	PuC	975	1075	2050	150	350	1230	1730	Out of state +$900
Chatham Col.	Pittsburgh, Pa.	PrW		600	600	2550	60	1440	4050	
Chestnut Hill Col.	Philadelphia, Pa.	PrW		500	500	1500	100	1200	2800	
Cheyney State Col.‡	Cheyney, Pa.	PuC	1300	1300	2600	650	40	720	1410	Out of state +$630
Chicago, Univ. of‡	Chicago, Ill.	PrC	1400	800	2200	2625		1440	4065	4 qtrs. avail.
Chicago State Univ.	Chicago, Ill.	PuC	1600	2750	4350	525	86		611	Out of state +$1057. 3 sems. avail. No housing
Chico State Col.	Chico, Cal.				See:	California State Univ. at Chico				
Christian Brothers Col.	Memphis, Tenn.	PrC	550	250	800	1500	85	1000	2585	
Church Col. of Hawaii, The‡	Laie Oahu, Hawaii	PrC	650	650	1300	1350		1275	2625	Latter Day Saint member $500 less. [illegible] sems. avail.
Cincinnati, Univ. of‡	Cincinnati, O.	PuC	11,540	6860	18,400	555	120	1239	1914	Noncity resident +$150, out of state +$945. Acceleration avail.
Citadel, The	Charleston, S. C.	PuM	2500		2500	589		991	1580	Out of state +$650
Claflin Col.	Orangeburg, S. C.	PrC	300	590	890	1000	197	731	1928	
Claremont Men's Col.	Claremont, Cal.	PrM	800		800	2700	200	1330	4230	
Clarion State Col.	Clarion, Pa.	PuC	1940	2110	4050	700	80	680	1460	Out of state +$736
Clark Col.‡	Atlanta, Ga.	PrC	450	850	1300	1350	260	995	2605	
Clark Univ.	Worcester, Mass.	PrC	1000	950	1950	2800	158	1335	4293	
Clarke Col.	Dubuque, Ia.	PrW		550	550	1800		1150	2950	4 qtrs. avail.
Clarkson Col. of Tech.	Potsdam, N. Y.	PrC	2025	75	2100	2625	50	1200	3875	
Clemson Univ.	Clemson, S. C.	PuC	5500	2500	8000	150	490	990	1630	Out of state +$700
Cleveland Inst. of Music, The	Cleveland, O.	PrC	105	105	210	2500	150	1400	4050	
Cleveland State Univ., The‡‡	Cleveland, O.	PuC	7465	4385	11,850	690		1200	1890	Out of state +$690. 4 qtrs. avail.
Clinch Valley Col.	Wise, Va.	PuC	400	400	800	370	30	800	1200	Out of state +$50
Coe Col.	Cedar Rapids, Ia.	PrC	580	470	1050	2450	53	950	3453	
Coker Col.‡	Hartsville, S. C.	PrC	50	350	400	1200	170	945	2315	
Colby Col.	Waterville, Me.	PrC	850	700	1550	2500	175	1250	3925	
Colgate Univ.	Hamilton, N. Y.	PrC	1800	700	2500	[illegible]	90	1330	4395	3 sems. avail.
Colorado, Univ. of	Boulder, Colo.	PuC	10,000	6800	16,800	[illegible]	147	1200	1787	Out of state +$1319
Colorado Springs	Colorado Springs, Colo.	PuC	940	650	1590	340	10	1300*	1650	Out of state +$1020. *No housing; off-campus est.
Colorado Col., The	Colorado Springs, Colo.	[illegible]	1000	800	1800	—2800—		1000	3800	
Colorado School of Mines	Golden, Colo.	PuC	1600	100	1700	439	120	900	1459	Out of state +$1319
Colorado State Univ.‡‡	Fort Collins, Colo.	PuC	9700	7100	16,800	396	174	1098	1668	Out of state +$1189. 4 qtrs. avail.
Colorado Women's Col.	Denver, Colo.	PrW		900	900	2250	90	1350	3720	
Columbia Bible Col.	Columbia, S. C.	PrC	280	210	490	720	107	831	1658	
Columbia Col.	Chicago, Ill.	PrC	700	300	1000	1600	44		1644	No housing
Columbia Col.	New York, N. Y.	PrM	2600		2600	3180	98	1500	4778	
Columbia Col.	Columbia, S. C.	PrW	20*	940	960	1500		1300	2800	*Day students
Columbia Union Col.‡‡	Takoma Park, Md.	PrC	375	350	725	1550	90	950	2590	
Columbus Col.	Columbus, Ga.	PuC	1500	1100	2600	345	51		396	Out of state +$540. 4 qtrs. avail. No housing
Concord Col.	Athens, W. Va.	PuC	915	930	1845	50	190	1121	1361	Out of state +$750
Concordia Col.	Moorhead, Minn.	PrC	1200	1250	2450	1950	25	825	2800	3-yr. bachelor's program avail.
Concordia Col.	St. Paul, Minn.	PrC	340	380	720	1000	75	924	1999	4 qtrs. avail.
Concordia Senior Col.	Fort Wayne, Ind.	PrC	370	110	480	1575		900	2475	
Concordia Teachers Col.	River Forest, Ill.	PrC	405	680	1085	1053		975	2028	4 qtrs. avail.
Concordia Teachers Col.	Seward, Neb.	PrC	540	760	1300	1480	161	910	2551	
Connecticut, Univ. of‡	Storrs, Conn.	PuC	8900	7100	16,000	350	305	1140*	1795	Out of state +$1250. *5-day board
Connecticut Col.	New London, Conn.	PrC	675	925	1600	2900	130	1320	4350	
Converse Col.	Spartanburg, S. C.	PrW		800	800	2500	80	1100	3680	
Cooper Union, The	New York, N. Y.	PrC	700	200	900		200	1900*	2100	*No housing; off-campus est.
Cornell Col.	Mount Vernon, Ia.	PrC	500	460	960	2668	166	956	3790	
Cornell Univ.	Ithaca, N. Y.	PrC	7580	3750	11,330	—3180—		1585	4765	
State-supported schools					See:	New York, State Univ. of.				
Corpus Christi, Univ. of	Corpus Christi, Tex.				See:	Texas Arts & Industries Col.				
Covenant Col.	Lookout Mountain, Tenn.	PrC	260	260	520	1650	130	970	2750	
Creighton Univ.	Omaha, Neb.	PrC	1300	1000	2300	1950		1050	3000	
Culver-Stockton Col.	Canton, Mo.	PrC	370	270	640	1680	130	1010	2820	
Cumberland Col.‡	Williamsburg, Ky.	PrC	970	830	1800	790	121	530	1441	
Curry Col.	Milton, Mass.	PrC	550	335	885	2400	45	1300	3745	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
D										
Dakota State Col.	Madison, S. D.	PuC	550	390	940	$ 368	$100	$ 730*	$1198	Out of state +$448. *5-day board
Dakota Wesleyan Univ.	Mitchell, S. D.	PrC	300	200	500	1300	160	900	2360	
Dallas, Univ. of	Irving, Tex.	PrC	500	500	1000	1800	100	1050	2950	
Dallas Baptist Col.	Dallas, Tex.	PrC	800	700	1500	1200	120	1100	2420	
Dana Col.	Blair, Neb.	PrC	350	300	650	1550	260	825	2635	
Dartmouth Col.	Hanover, N. H.	PrC	3055	520	3575	3270		1550	4820	4 terms avail.
David Lipscomb Col.	Nashville, Tenn.	PrC	1150	1150	2300	1200		900	2100	4 qtrs. avail.
Davidson Col.	Davidson, N. C.	PrC	1000	150	1150	2350	210	1030	3590	
Davis and Elkins Col.	Elkins, W. Va.	PrC	475	325	800	2245		1150	3395	Guaranteed tuition and R&B plan avail.
Dayton, Univ. of	Dayton, O.	PrC	3300	2300	5600	1730	100	950	2780	3 sems. avail.
Defiance Col., The	Defiance, O.	PrC	460	230	740	2250		970	3220	
Delaware, Univ. of	Newark, Del.	PuC	5800	5400	11,200	525		1147	1672	Out of state +$975 tuition, +$100 R&B
Delaware State Col.	Dover, Del.	PuC	1100	[illegible]	2000	575	345	750	1670	Out of state +$575
Denison Univ.	Granville, O.	PrC	1040	1040	2080	2625	195	1220	4040	
Denver, Univ. of	Denver, Colo.	PrC	3200	2300	5500	2700		1200	3900	
DePauw Univ.	Greencastle, Ind.	PrC	1150	1100	2250	2650	150	1200	4000	
Detroit, Univ. of	Detroit, Mich.	PrC	3350	1650	5000	1950		1120	3070	
Detroit Bible Col.	Detroit, Mich.	PrC	160	80	240	768	30	860	1658	
Detroit Col. of Business	Dearborn, Mich.	PrC	450	400	850	1248	33	900*	2181	4 qtrs. avail. *No housing; off-campus est.
Detroit Inst. of Tech.‡	Detroit, Mich.	PrC	850	300	1150	1150	30	1560*	2740	3 sems. avail. *No housing; off-campus est.
Dickinson Col.	Carlisle, Pa.	PrC	950	650	1600	2750	248	1340	4338	
Dickinson State Col.	Dickinson, N. D.	PuC	610	670	1280	407		725	1132	Out of state +$537. 4 qtrs. avail.
Dillard Univ.	New Orleans, La.	PrC	375	650	1025	1300		850	2150	4 terms avail.
Doane Col.	Crete, Neb.	PrC	400	220	620	1925		905	2830	Music +$[illegible]
Dr. Martin Luther Col.	New Ulm, Minn.	PrC	175	500	675	540	160	485	1185	
Dominican Col.‡	Houston, Tex.	PrW	30	350	380	1000	94	1050	2144	
Dominican Col.	Racine, Wis.				See:	Racine, The College of				
Dominican Col. of Blauvelt	Blauvelt, N. Y.	PrC	250	475	725	1200	100		1300	No housing
Dominican Col. of San Rafael	San Rafael, Cal.	PrC	50	450	500	1700		1250	2950	
Don Bosco Col.	Newton, N. J.	PrC	110	20	130	1500	100		1600	No housing
Dordt Col.	Sioux Center, Ia.	PrC	450	500	950	1600		725	2325	
Drake Univ.	Des Moines, Ia.	PrC	3000	2000	5000	2320		1250	3570	3 sems. avail.
Drew Univ.	Madison, N. J.	PrC	725	735	1460	2600	185	1265	4050	
Drexel Univ.	Philadelphia, Pa.	PrC	3900	1100	5000	1900	187	1300	3387	
Drury Col.	Springfield, Mo.	PrC	450	450	900	1838	58	966	2862	3 sems. avail.
Dubuque, Univ. of	Dubuque, Ia.	PrC	421	281	702	1800	45	995	2840	
Duke Univ.	Durham, N. C.	PrCo	3300	2200	5500	—2600—		1252	3852	
Duquesne Univ.	Pittsburgh, Pa.	PrC	3000	2000	5000	2300		1300	3600	
D'Youville Col.	Buffalo, N. Y.	PrC	150	1100	1250	1950	140	1200	3290	
E										
Earlham Col.	Richmond, Ind.	PrC	600	550	1150	2540	260	1150	3950	
East Carolina Univ.	Greenville, N. C.	PuC	4410	4890	9300	264	174	930	1368	Out of state +$1566
East Central State Col.	Ada, Okla.	PuC	1400	1200	2600	355	14	700	1069	Out of state +$460
East Stroudsburg State Col.	East Stroudsburg, Pa.	PuC	1400	2100	3500	700	93	684	1477	Out of state +$726
East Tennessee State Univ.	Johnson City, Tenn.	PuC	5480	4055	9535		378	876	1254	Out of state +$720. 4 qtrs. avail.
East Texas Baptist Col.	Marshall, Tex.	PrC	400	400	800	900	50	[illegible]	1700	
East Texas State Univ.	Commerce, Tex.	PuC	4700	4300	9000	320	80	892	1292	Out of state +$1080
Eastern Col.	St. Davids, Pa.	PrC	275	335	610	2070	220	1200	3490	
Eastern Connecticut State Col.	Willimantic, Conn.	PuC	795	1260	2055	450	250	870	1570	Out of state +$[illegible]
Eastern Illinois Univ.	Charleston, Ill.	PuC	3810	4290	8100	420	179	1035	1634	Out of state +$1266
Eastern Kentucky Univ.	Richmond, Ky.	PuC	4400	4300	8700	376	67	760	1203	Out of state +$486
Eastern Mennonite Col.	Harrisonburg, Va.	PrC	420	480	900	1650	216	930	2796	
Eastern Michigan Univ.	Ypsilanti, Mich.	PuC	6500	6500	13,000	525	40	1150	1715	Out of state +$788
Eastern Montana Col.	Billings, Mont.	PuC	1400	1300	2700	270	169	966	1405	Out of state +$848. 4 qtrs. avail.
Eastern New Mexico Univ.	Portales, N. M.	PuC	1700	1300	3000	469	18	890	1377	Out of state +$567. 3 sems. avail.
Eastern Oregon Col.	La Grande, Ore.	PuC	800	700	1500	530		980	1510	Out of state +$1250
Eastern Washington State Col.	Cheney, Wash.	PuC	4070	2710	6780	495		876	1371	Out of state +$864. 4 qtrs. avail.
Eckerd Col.	St. Petersburg, Fla.	PrC	470	480	950				3585*	*Includes tuition, fees, R&B
Edgecliff Col.	Cincinnati, O.	PrC	70	620	690	1440		1200	2640	
Edgewood Col.	Madison, Wis.	PrC	100	400	500	1400		1000	2400	
Edinboro State Col.	Edinboro, Pa.	PuC	2510	3345	5855	720	50	720	1490	Out of state +$720
Eisenhower Col.	Seneca Falls, N. Y.	PrC	800	300	1100	2400	150	1375	3925	
Elizabeth City State Univ.	Elizabeth City, N. C.	PuC	525	580	1105	246	391	805	1442	Out of state +$1324
Elizabethtown Col.	Elizabethtown, Pa.	PrC	750	810	1560	2140	125	[illegible]	3245	
Elmhurst Col.	Elmhurst, Ill.	PrC	800	700	1500	—2350—		1210	3560	

See explanatory notes inside front cover

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
E (continued)										
Elmira Col.	Elmira, N. Y.	PrC	500	750	1250	$2800	$ 95	$1125	$4020	
Elon Col.	Elon College, N. C.	PrC	1130	570	1700	1280	25	799	2104	
Embry-Riddle Aeronautical Univ.	Daytona Beach, Fla.	PrC	1605	10	1615	2100	90	720	2910	Flight fees extra. Tuition guaranteed
Emerson Col.	Boston, Mass.	PrC	680	970	1650	2540	171	1550	4261	
Emmanuel Col.	Boston, Mass.	PrW		1000	1000	2100	105	1100	3305	
Emory & Henry Col.	Emory, Va.	PrC	530	390	920	—1485—		915	2400	
Emporia, The Col. of	Emporia, Kan.	PrC	350	150	500	1280	195	1020	2495	Tuition guaranteed
Erskine Col.	Due West, S. C.	PrC	375	315	690	1700	195	980	2875	
Eureka Col.	Eureka, Ill.	PrC	300	250	550	1900	125	1125	3150	Tuition & fees guaranteed. 4 terms avail.
Evangel Col.	Springfield, Mo.	PrC	670	550	1220	1120	150	868	2138	
Evansville, Univ. of	Evansville, Ind.	PrC	1500	1500	3000	1620	6[illegible]	1020	2703	
F										
Fairfield Univ.	Fairfield, Conn.	PrC	1480	980	2460	2200	70	1200	3470	
Fairleigh Dickinson Univ.	Madison, N. J.	PrC	1050	1050	2100	2016	135	1210	336[illegible]	
" " "	Rutherford, N. J.	PrC	1155	945	2100	2016	178	1210	3404	Guaranteed-cost plan avail.
" " "	Teaneck, N. J.	PrC	2415	1610	4025	2016	144	1210	3370	
Fairmont State Col.	Fairmont, W. Va.	PuC	2000	1600	3600	150	110	890	1150	Out of state +$830
Ferris State Col.‡	Big Rapids, Mich.	PuC	6475	2775	9250	480		1101	1581	Out of state +$543
Finch Col.	New York, N. Y.	PrW		425	425	2700	240	1800	4740	
Findlay Col.	Findlay, O.	PrC	650	360	1010	2085	15	990	3090	
Fisk Univ.	Nashville, Tenn.	PrC	600	975	1575	—1950—		1345	3295	
Fitchburg State Col.‡	Fitchburg, Mass.	PuC	700	2100	2800	200	70	950	1220	Out of state +$400
Florence State Univ.	Florence, Ala.	PuC	1800	1900	3700	470		828	1298	Out of state +$180
Florida, Univ. of	Gainesville, Fla.	PuC	11,200	7300	18,500		570	1245	1815	Out of state +$1050. 4 qtrs. avail.
Florida Agr. & Mech. Univ.	Tallahassee, Fla.	PuC	2450	2350	4800		570	825	1395	Out of state +$1050. 4 qtrs. avail.
Florida Atlantic Univ.	Boca Raton, Fla.	PuC	2700	1700	4400		570	1080	1650	Out of state +$1050. 4 qtrs. avail.
Florida Inst. of Tech.	Melbourne, Fla.	PrC	1760	230	1990	1764	65	1275	3104	4 qtrs. avail.
Florida Memorial Col.	Miami, Fla.	PrC	290	380	670	1000	204	1002	2206	
Florida State Univ., The	Tallahassee, Fla.	PuC	8500	8000	16,500		570	1100	1670	Out of state +$1050. 4 qtrs. avail.
Florida Technological Univ.	Orlando, Fla.	PuC	4900	2600	7500		570	1044	1614	Out of state +$1050. 4 qtrs. avail.
Fontbonne Col.	St. Louis, Mo.	PrW		575	575	1800	50	1050	2900	3 sems. avail.
Fort Hays Kansas State Col.	Hays, Kan.	PuC	2850	2000	4850	475		850	1325	Out of state +$495. 3 sems. avail.
Fort Valley State Col.‡	Fort Valley, Ga.	PuC	980	1200	2180	315	111	720	1146	Out of state +$405. 4 qtrs. avail.
Fort Wayne Bible Col.	Fort Wayne, Ind.	PrC	275	275	550	1320	110	1000	2430	
Fort Wright Col.	Spokane, Wash.	PrC	25	275	300	1500	50	1000	2550	Tuition & fees guaranteed
Framingham State Col.	Framingham, Mass.	PuC	700	1900	2600	300	85	1000	1385	Out of state +$300
Franklin & Marshall Col.	Lancaster, Pa.	PrC	1135	750	1885	2675		1140	3815	
Franklin Col.	Franklin, Ind.	PrC	410	250	660	2050	35	1010	3095	
Franklin Pierce Col.	Rindge, N. H.	PrC	650	350	1000	2200	45	1300	3545	
Free Will Baptist Bible Col.	Nashville, Tenn.	PrC	300	200	500	720	72	960	1752	
Fresno State Col.	Fresno, Cal.				See	California State Col. at Fresno				
Friends Univ.	Wichita, Kan.	PrC	505	480	985	1275	63	1020	2358	
Frostburg State Col.	Frostburg, Md.	PuC	1280	1560	2840	200	184	1222	1606	Out of state +$550
Furman Univ.	Greenville, S. C.	PrC	1025	915	1940	1816	51	1186	3053	
G										
Gallaudet Col.	Washington, D. C.	PrC	550	550	1100	522	185	1360	2067	
Gannon Col.	Erie, Pa.	PrC	1450	385	1835	1600	75	1000	2675	
General Motors Inst.	Flint, Mich.	PrC	2800	200	3000	875	40	570	1485	Study-&-job program
Geneva Col.	Beaver Falls, Pa.	PrC	600	570	1170	1950	170	1010	3130	
George Fox Col.	Newberg, Ore.	PrC	250	250	500	1680	75	960	2715	
George Peabody Col. for Teachers	Nashville, Tenn.	PrC	230	830	1060	1600	80	900	2580	3 sems. avail.
George Washington Univ., The	Washington, D.C.	PrC	2500	1850	4350	2500	75	1560	4135	
George Williams Col.	Downers Grove, Ill.	PrC	600	560	1160	1878	115	1143	3136	
Georgetown Col.	Georgetown, Ky.	PrC	580	640	1220	1550	20	920	2490	
Georgetown Univ.	Washington, D. C.	PrC	3180	1700	4880	2500		1400	3900	
Georgia, Univ. of	Athens, Ga.	PuC	9600	6700	16,300	435	84	1000	1519	Out of state +$720
Georgia Col.	Milledgeville, Ga.	PuC	1300	1400	2700	—423—		810	12[illegible]	Out of state +$540
Georgia Inst. of Tech.	Atlanta, Ga.	PuC	6250	350	6600	435	99	1100	1634	Out of state +$885. 4 qtrs. avail.
Georgia Southern Col.‡	Statesboro, Ga.	PuC	3400	3450	6850	315	63	765	1143	Out of state +$405
Georgia Southwestern Col.	Americus, Ga.	PuC	1200	1100	2300	345	72	915	1332	Out of state +$540

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
G (continued)										
Georgia State Univ.	Atlanta, Ga.	PuC	7350	5250	12,600	$ 439	$ 18	$1200*	$1657	Out of state +$900. *No housing; off-campus est.
Georgian Court Col.	Lakewood, N. J.	PrW		700	700	1450	125	1150	2725	
Gettysburg Col.	Gettysburg, Pa.	PrC	1200	650	1850	2700		1072	3772	
Glassboro State Col.	Glassboro, N. J.	PuC	2400	3900	6300	535	124	1000	1659	Out of state +$535
Glenville State Col.	Glenville, W. Va.	PuC	805	690	1495	150	81	990	1221	Out of state +$750
Goddard Col.	Plainfield, Vt.	PrC	550	450	1000	4950*	90		5040	*Includes R&B
Golden Gate Univ.	San Francisco, Cal.	PrC	1400	300	1700	1140	24	1250*	2414	3 sems. avail. *No housing; off-campus est.
Gonzaga Univ.	Spokane, Wash.	PrC	1000	600	1600	1680	110	990	2780	
Gordon Col.	Wenham, Mass.	PrC	425	475	900	2040	90	1260	3390	
Goshen Col.	Goshen, Ind.	PrC	460	600	1060	1865		880	2745	3 sems. avail.
Goucher Col.	Towson, Md.	PrW		900	900	2450	70	1700	4220	
Grace Bible Inst.	Omaha, Neb.	PrC	225	300	525	930	88	730	1748	3-yr. bachelor's program avail.
Graceland Col.	Lamoni, Ia.	PrC	515	670	1185	1750		895	2645	
Grambling Col.	Grambling, La.	PuC	2000	2100	4100		358	740	1098	Out of state +$630
Grand Canyon Col.	Phoenix, Ariz.	PrC	280	250	530	1040	62	940	2042	
Grand Valley State Col.‡‡	Allendale, Mich.	PuC	2590	2060	4650	480		1140	1620	Out of state +$774. 4 qtrs. avail.
Great Falls, Col. of	Great Falls, Mont.	PrC	295	210	505	1280	36	900	2216	
Greensboro Col.	Greensboro, N. C.	PrC	185	390	575	1370	200	890	2460	
Greenville Col.	Greenville, Ill.	PrC	450	450	900	1620	160	1050	2830	
Grinnell Col.	Grinnell, Ia.	PrC	675	600	1275	2955	171	960	4086	
Grove City Col.	Grove City, Pa.	PrC	1325	775	2100	1120	200	1055	2375	Science & music +$90
Guilford Col.	Greensboro, N. C.	PrC	750	650	1400	1700	291	910	2901	
Gustavus Adolphus Col.	St. Peter, Minn.	PrC	900	1000	1900				3350*	Guaranteed-cost plan avail. *Includes tuition, R&B
Gwynedd-Mercy Col.	Gwynedd Valley, Pa.	PrW		620	620	1700	30	1400	3130	
H										
Hamilton Col.	Clinton, N. Y.	PrCo	950	*	950	2550	250	1300	4100	*See Kirkland Col.
Hamline Univ.	St. Paul, Minn.	PrC	720	680	1400	2230	20	1150	3420	
Hampden-Sydney Col.	Hampden-Sydney, Va.	PrM	730		730	1980	245	775	3000	
Hampton Inst.	Hampton, Va.	PrC	1300	1500	2800	1500	150	810	2460	
Hanover Col.	Hanover, Ind.	PrC	540	480	1020	1925	155	950	3030	
Harding Col.	Searcy, Ark.	PrC	1000	1050	2050	1200	105	800	2105	
Hardin-Simmons Univ.	Abilene, Tex.	PrC	875	850	1725	1050	50	875	1975	
Hartford, Univ. of	West Hartford, Conn.	PrC	2120	1780	3900	2100	187	1650	3937	
Hartwick Col.	Oneonta, N. Y.	PrC	830	850	1680	—2750—		1300	4050	
Harvard Col.	Cambridge, Mass.	PrM	4700		4700	3200		1825	5025	
Harvey Mudd Col.	Claremont, Cal.	PrC	375	25	400	2700	321	1195	4216	
Hastings Col.	Hastings, Neb.	PrC	360	340	700	1850	140	920	2910	
Haverford Col.	Haverford, Pa.	PrM	700		700	2575	185	1500	4260	
Hawaii, Univ. of	Honolulu, Hawaii	PuC	8940	8260	17,200	170	63	852	1085	Out of state +$510
Hilo Col.	Hilo, Hawaii	PuC	900	860	1760	170	58	390	618	
Hebrew Col.	Brookline, Mass.	PrC	30	50	80	450	5		455	No housing
Heidelberg Col.	Tiffin, O.	PrC	620	545	1165	2365	40	985	3390	
Hellenic Col.	Brookline, Mass.	PrC	25	40	65	1200	195	1200	2595	
Henderson State Col.	Arkadelphia, Ark.	PuC	1600	1400	3000		400	736	1136	Out of state +$400
Hendrix Col.	Conway, Ark.	PrC	625	425	1050	1350	38	867	2255	
High Point Col.	High Point, N. C.	PrC	460	520	980	1050	532	850	2432	In-state student $150 less
Hillsdale Col.	Hillsdale, Mich.	PrC	600	500	1100	2264	124	985	3373	
Hiram Col.‡	Hiram, O.	PrC	690	590	1280	2285	250	915	3450	4 qtrs. avail.
Hobart Col.	Geneva, N. Y.	PrCo	1000	*	1000	2835	85	1250	4170	*See William Smith Col.
Hofstra Univ.	Hempstead, N. Y.	PrC	3100	2300	5400	2100	270	1400	3770	
New College	Hempstead, N. Y.	PrC	190	210	400	2300	270	1500	4070	3-yr. bachelor's program
Hollins Col.	Hollins College, Va.	PrW		1050	1050				3975*	*Includes tuition, fees, R&B
Holy Cross, Col. of the	Worcester, Mass.	PrC	1800	600	2400	2730	50	1180	3960	
Holy Family Col.	Philadelphia, Pa.	PrC	15	345	360	1250	150	1100	2500	
Holy Family Col.	Manitowoc, Wis.				See:	Silver Lake Col. of the Holy Family				
Holy Names Col.	Oakland, Cal.	PrC	20	380	400	1650	60	1300	3010	
Hood Col.	Frederick, Md.	PrW		600	600	2200	85	1300	3585	
Hope Col.	Holland, Mich.	PrC	1110	1040	2150	1990	75	1035	3100	
Houghton Col.	Houghton, N. Y.	PrC	490	705	1195	1798	232	1105	3135	
Houston, Univ. of	Houston, Tex.	PuC	10,400	5500	15,900	100	146	1075	1321	Out of state +$860
Houston Baptist Col.	Houston, Tex.	PrC	450	750	1200	1500	10	1000	2510	Tuition guaranteed
Howard Payne Col.	Brownwood, Tex.	PrC	800	700	1500	990	65	1000	2055	Guaranteed-tuition plan avail.
Howard Univ.	Washington, D. C.	PrC	3000	2700	5700	900	143	1080	2123	
Humboldt State Col.	Arcata, Cal.				See:	California State Univ. at Humboldt				
Huntingdon Col.	Montgomery, Ala.	PrC	225	275	500	1350		1000	2350	
Huntington Col.	Huntington, Ind.	PrC	250	250	500	1580	95	1045	2720	
Huron Col.	Huron, S. D.	PrC	420	200	620	1400	35	975	2410	
Huston-Tillotson Col.‡	Austin, Tex.	PrC	450	425	875	800	147	1008	1955	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
I										
Idaho, The Col. of	Caldwell, Ida.	PrC	500	400	900	$2150	$ 13	$1000	$3163	
Idaho, Univ. of	Moscow, Ida.	PuC	3650	1760	5410		380	980	1360	Out of state +$900
Idaho State Univ.	Pocatello, Ida.	PuC	3350	1850	5200	20	354	860	1234	Out of state +$750
Illinois, Univ. of	Urbana, Ill.	PuC	14,600	9400	24,000	496	190	1125*	1811	Out of state +$990. *Men +$40
Chicago Circle	Chicago, Ill.	PuC	10,900	6200	17,100	495	141		636	Out of state +$990. 4 qtrs. avail. No housing
Medical Center	Champaign, Ill.	PuC	520	860	1380	495	225	921	1641	Out of state +$990. 4 qtrs. avail.
Illinois Benedictine Col.	Lisle, Ill.	PrC	725	325	1050	1800	85	1175	3060	
Illinois Col.	Jacksonville, Ill.	PrC	370	330	700	1450	50	900	2400	
Illinois Inst. of Tech.	Chicago, Ill.	PrC	1900	140	2040	2200		1100	3300	
Illinois State Univ.	Normal, Ill.	PuC	7500	9000	16,500	404	181	1120	1705	Out of state +$661
Illinois Wesleyan Univ.	Bloomington, Ill.	PrC	800	860	1660	2480	45	1250	3775	Music +$100, nursing +$150, art & drama +$50
Immaculata Col.	Immaculata, Pa.	PrW		700	700	1600	75	1200	2875	
Immaculate Conception Sem.	Conception, Mo.	PrM	50		50	704	50	944	1698	
Incarnate Word Col.	San Antonio, Tex.	PrC	200	1460	1660	1290	87	930	2307	
Indiana Central Col.	Indianapolis, Ind.	PrC	500	550	1050	1825		1000	2825	3 sems. avail.
Indiana Inst. of Tech.	Fort Wayne, Ind.	PrC	580	20	600	1500	90	1120	2710	
Indiana State Univ.	Terre Haute, Ind.	PuC	7200	4500	11,700	680		1069	1749	Out of state +$570
Indiana Univ.	Bloomington, Ind.	PuC			26,700	650		1120	1770	Out of state +$840
Fort Wayne	Fort Wayne, Ind.	PuC			2100	600			600	
Kokomo	Kokomo, Ind.	PuC			875	600			600	
Northwest	Gary, Ind.	PuC			2400	600			600	Out of state +$800. No housing
Purdue at Indianapolis	Indianapolis, Ind.	PuC			5875	600			600	
South Bend	South Bend, Ind.	PuC			2200	600			600	
Southeast	Jefferson, Ind.	PuC			1150	600			600	
Indiana Univ. of Pennsylvania‡	Indiana, Pa.	PuC	4000	4800	8800	700	60	720	1480	Out of state+$700
Inter American Univ. of Puerto Rico	San German, P. R.	PrC	5785	5200	10,985	900	90	1060	2050	
Iona Col.	New Rochelle, N. Y.	PrC	1750	800	2550	1900	25	1250	3175	Limited housing
Iowa, Univ. of	Iowa City, Ia.	PuC	7125	6075	13,200	620		1114	1734	Out of state +$630
Iowa State Univ. of Science & Tech.	Ames, Ia.	PuC	9815	6010	15,825	600		870	1470	Out of state +$630. 4 qtrs. avail.
Iowa Wesleyan Col.	Mt. Pleasant, Ia.	PrC	350	350	700	1870	180	945	2995	
Ithaca Col.	Ithaca, N. Y.	PrC	1950	2150	4100	2850	300	1300	4450	
J										
Jackson Col. for Women	Medford, Mass.	PrCo			See:	Tufts Univ.				
Jackson State Col.‡	Jackson, Miss.	PuC	2100	2400	4500	—399—		702	1101	Out of state +$500. 4 qtrs. avail.
Jacksonville State Col.‡	Jacksonville, Ala.	PuC	3300	2300	5600	370		700	1070	Out of state +$200
Jacksonville Univ.	Jacksonville, Fla.	PrC	1160	720	1880	1650	191	1200	3041	
Jamestown Col.	Jamestown, N. D.	PrC	280	220	500	1600	87	1100	2787	
Jarvis Christian Col.	Hawkins, Tex.	PrC	375	425	800	1140	85	1055	2280	
Jersey City State Col.	Jersey City, N. J.	PuC	2100	3000	5100	535	81	818	1434	Out of state +$535
John Brown Univ.	Siloam Springs, Ark.	PrC	325	300	625	1200		1000	2200	
John Carroll Univ.	Cleveland, O.	PrC	2200	1000	3200	1632		1050	2682	
Johns Hopkins Univ.	Baltimore, Md.	PrC	1600	500	2100	3000		1425	4425	
Johnson C. Smith Univ.‡	Charlotte, N. C.	PrC	600	500	1100	1016	122	870	2008	
Johnson State Col.	Johnson, Vt.	PuC	550	550	1100	720	142	1100	1962	Out of state +$980
Judson Col.	Marion, Ala.	PrW		500	500	1095	33	1000	2128	3-yr. bachelor's program avail.
Juniata Col.	Huntingdon, Pa.	PrC	710	490	1200	2440		1050	3490	3-yr. bachelor's program avail.
K										
Kalamazoo Col.	Kalamazoo, Mich.	PrC	750	635	1385	1515	405	1380	3300	4 qtrs. avail.
Kansas, Univ. of	Lawrence, Kan.	PuC	8300	6200	14,500	536		950	1486	Out of state +$790
Kansas Newman Col.	Wichita, Kan.	PrC	250	230	480	1300	20	890	2210	Tuition guaranteed
Kansas State Col. of Pittsburg	Pittsburg, Kan.	PuC	3370	1830	5200	300	82	950	1332	Out of state +$495
Kansas State Teachers Col.	Emporia, Kan.	PuC	2600	2600	5200	300	86	910	1296	Out of state +$495
Kansas State Univ.	Manhattan, Kan.	PuC	7500	5300	12,800	526		964	1490	Out of state +$590
Kansas Wesleyan Univ.	Salina, Kan.	PrC	300	200	500	1785	40	975	2800	Guaranteed-cost plan avail.
Kearney State Col.	Kearney, Neb.	PuC	2700	2600	5300	363	30	800	1193	Out of state +$308. 3-yr. bachelor's program avail.
Keene State Col.‡	Keene, N. H.	PuC	960	1190	2150	650	106	1050	1806	Out of state +$1450
Kent State Univ.	Kent, O.	PuC	10,500	9000	19,500	804		1074	1878	Out of state +$1200. 4 qtrs. avail.
Kentucky, Univ. of	Lexington, Ky.	PuC	12,000	8000	20,000	240		1100	1340	Out of state +$730
Kentucky Wesleyan Col.	Owensboro, Ky.	PrC	450	300	750	1400	190	1000	2590	3-yr. bachelor's program avail.
Kenyon Col.	Gambier, O.	PrC	820	620	1440	2610	275	1305	4190	
Keuka Col.	Keuka Park, N. Y.	PrW	10*	680	690	2700	50	1050	3800	*Nursing students
King Col.	Bristol, Tenn.	PrC	200	150	350	1500	120	900	2520	

See explanatory notes inside front cover

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
K (continued)										
King's Col.	Briarcliff Manor, N. Y.	PrC	350	450	800	$1860	$ 35	$ 935	$2830	
King's Col.	Wilkes-Barre, Pa.	PrC	1450	450	1900	1950	[illegible]	1150	3180	
Kirkland Col.	Clinton, N. Y.	PrCo	*	630	630	2950	150	1300	4400	*See Hamilton Col.
Knox Col.	Galesburg, Ill.	PrC	780	605	1385	3100		1050	4150	3-yr. bachelor's program avail.
Knoxville Col.	Knoxville, Tenn.	PrC	400	500	900	1300		1000	2300	
Kutztown State Col.	Kutztown, Pa.	PuC	1445	2190	3635	700	70	720	1490	Out of state +$690
L										
Ladycliff Col.	Highland Falls, N. Y.	PrC	15	450	465	1700	115	1250	3065	
Lafayette Col.‡	Easton, Pa.	PrC	1500	400	1900	2650		1225	3875	
Lake Erie Col.	Painesville, O.	PrW		500	500				3400*	*Includes tuition, fees, R&B
Lake Forest Col.	Lake Forest, Ill.	PrC	600	600	1200	3000	185	1100	4285	
Lake Superior State Col.	Sault Ste. Marie, Minn.	PuC	1070	530	1600	447	45	1200	1692	Out of state +$708
Lakeland Col.	Sheboygan, Wis.	PrC	325	225	550	1880	150	1120	3150	
Lamar Univ.	Beaumont, Tex.	PuC	5310	3670	8980	70	66	992	1128	Out of state +$300
Lambuth Col.	Jackson, Tenn.	PrC	390	360	750	1450	110	870	2430	3 sems. avail.
Lander Col.	Greenwood, S. C.	PuC	700	600	1300	600	200	900	1700	Out of state +$450
Lane Col.	Jackson, Tenn.	PrC	475	425	900	950	117	900	1967	
Langston Univ.	Langston, Okla.	PuC	700	650	1350	357	44	720	1121	Out of state +$567
La Grange Col.	La Grange, Ga.	PrC	320	360	680	1230	42	843	2115	
LaSalle Col.	Philadelphia, Pa.	PrC	3070	780	3850	1820		1150	2970	Science +$100
LaVerne Col.‡	LaVerne, Cal.	PrC	400	400	800	2000	105	1000	3105	
Lawrence Inst. of Tech.	Southfield, Mich.	PrC	2300	100	2400	975	45	600*	1620	4 qtrs. avail. *Limited housing, room only
Lawrence Univ.	Appleton, Wis.	PrC	700	700	1400	2820		920	3740	
Lebanon Valley Col.	Annville, Pa.	PrC	560	490	1050	2175	85	1175	3435	
Lee Col.	Cleveland, Tenn.	PrC	560	580	1140	875	70	880	1825	
Lehigh Univ.	Bethlehem, Pa.	PrC	3100	500	3600	2850		1255	4105	
LeMoyne Col.	Syracuse, N. Y.	PrC	970	680	1650	2000	20	1050	3070	
LeMoyne-Owen Col.	Memphis, Tenn.	PrC	340	560	900	710	90		800	No housing
Lenoir Rhyne Col.	Hickory, N. C.	PrC	640	680	1320	1475	141	750	2366	
Lesley Col.	Cambridge, Mass.	PrW		630	630	2550	100	1350	4000	
LeTourneau Col.	Longview, Tex.	PrC	600	90	690	1440	100	930	2470	
Lewis & Clark Col.	Portland, Ore.	PrC	850	850	1700	2150	360	1100	3610	4 qtrs. avail.
Lewis Univ.	Lockport, Ill.	PrC	1350	350	1700	1500	41	1000	2541	
Limestone Col.	Gaffney, S. C.	PrC	195	395	590	1615		1170	2785	
Lincoln Memorial Univ.	Harrogate, Tenn.	PrC	275	225	500	1245		942	2187	
Lincoln Univ.	Jefferson City, Mo.	PuC	1600	1400	3000	380	53	800	1233	Out of state +$270. 3 sems. avail. Guaranteed cost plan avail.
Lincoln Univ.‡	Lincoln University, Pa.	PrC	640	440	1080	1100	300	1100	2500	
Lindenwood Colleges, The	St. Charles, Mo.	PrCo	250	500	750	1950	85	1150	3185	
Linfield Col.	McMinnville, Ore.	PrC	570	445	1015	1940	130	1050	3120	
Livingston Univ.	Livingston, Ala.	PuC	1000	800	1800	400	60	780	1240	Out of state +$180
Livingstone Col.	Salisbury, N. C.	PrC	550	450	1000	900	160	720	1780	
Lock Haven State Col.	Lock Haven, Pa.	PuC	1100	1200	2300	700	80	736	1516	Out of state +$690
Loma Linda Univ.	Riverside, Cal.	PrC	850	850	1700	1905		1014	2919	
Lone Mountain Col.	San Francisco, Cal.	PrC	265	560	825	1700	60	1330	3090	
Long Island Univ.,										
Brooklyn Center	Brooklyn, N. Y.	PrC	3000	1000	4000	1760	69	1200	3029	
C. W. Post Center	Greenvale, N. Y.	PrC	2685	1955	4640	—2400—		1610	4010	
Southampton Col.	Southampton, N. Y.	PrC	700	600	1300	2400	90	1500	3990	
Longwood Col.	Farmville, Va.	PuW		2400	2400	585	175	985	1745	Out of state +$350
Loras Col.	Dubuque, Ia.	PrC	1200	125	1325	1800		960	2760	
Loretto Heights Col.	Denver, Colo.	PrC	150	650	800	3400*	150		3550	*Includes R&B
Louisiana Col.	Pineville, La.	PrC	470	490	960	720	254	800	1774	
Louisiana State Univ.	Baton Rouge, La.	PuC	10,000	7000	17,000		320	784	1104	Out of state +$630
" " "	Alexandria, La.	PuC	650	550	1200		180		180	Out of state +$630. No housing
" " "	Eunice, La.	PuC	310	290	600		180		180	Out of state +$630. No housing
" " "	New Orleans, La.	PuC	5840	4640	10,480		290	912	1202	Out of state +$630
" " "	Shreveport, La.	PuC	900	500	1400		240		240	Out of state +$630. No housing
Louisiana Tech. Univ.	Ruston, La.	PuC	4800	2500	7300		315	1005	1320	Out of state +$630. 4 qtrs. avail.
Louisville, Univ. of‡	Louisville, Ky.	PuC	4280	1630	5910	1050		900	1950	Out of state +$900
Lowell State Col.	Lowell, Mass.	PuC	550	1350	1900	300	85	1005*	1390	Out of state +$600. *Women only
Lowell Tech. Inst.	Lowell, Mass.	PuC	3600	200	3800	200	165	1000	1365	Out of state +$600
Loyola Col.‡	Baltimore, Md.	PrC	1000	400	1400	1500	30	1200	2730	
Loyola Marymount Univ.	Los Angeles, Cal.	PrC	1900	900	2800	2050	55	1065	3170	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
L (continued)										
Loyola Univ.	New Orleans, La.	PrC	1300	900	2200	$1700	$125	$1100	$2925	
Loyola Univ. of Los Angeles	Los Angeles, Cal.				See:	Loyola Marymount Univ.				
Luther Col.	Decorah, Ia.	PrC	980	995	1975	1790	435	955	3180	
Lycoming Col.	Williamsport, Pa.	PrC	900	600	1500	—2200—		1100	3300	
Lynchburg Col.	Lynchburg, Va.	PrC	730	800	1530	1650	200	1250	3100	Cost guaranteed
Lyndon State Col.	Lyndonville, Vt.	PuC	315	385	700	720	148	1100	1968	Out of state +$1130
M										
Macalester Col.	St. Paul, Minn.	PrC	1000	1000	2000	2400		1010	3410	
McKendree Col.	Lebanon, Ill.	PrC	290	220	510	1800	160	1170	3130	
MacMurray Col.	Jacksonville, Ill.	PrCo	415	415	830	2525	125	1200	3850	
McMurry Col.	Abilene, Tex.	PrC	900	550	1450	1152	88	854	2094	
McNeese State Col.	Lake Charles, La.	PuC	2600	2100	4700	290		960	1250	Out of state +$630
McPherson Col.	McPherson, Kan.	PrC	265	260	525	1550	120	1003	2673	
Madison Col.	Harrisonburg, Va.	PuC	1750	3250	5000	480	182	424	1086	Out of state +$425
Madonna Col.	Livonia, Mich.	PrC	100	350	450	1118	25	1050	2193	3 sems. avail.
Maine, Univ. of	Orono, Me.	PuC	4800	3000	7800	550	12	1070	1632	Out of state +$1100
Farmington	Farmington, Me.	PuC	550	900	1450	400	35	1080	1515	
Fort Kent	Fort Kent, Me.	PuC	230	200	430	400	70	1080	1550	Out of state +$1000
Portland-Gorham‡	Portland, Me.	PuC	1700	1900	3600	450	17	1000	1467	
Presque Isle	Presque Isle, Me.	PuC	390	580	970	400	30	1080	1510	
Malone Col.	Canton, O.	PrC	340	380	720	1674	60	980	2714	
Manchester Col.	North Manchester, Ind.	PrC	650	650	1300	1950		910	2860	
Manhattan Christian Col.	Manhattan, Kan.	PrC	100	105	205	660	110	800	1570	
Manhattan Col.‡	Bronx, N. Y.	PrM	3200		3200	2000		1250	3250	
Manhattanville Col.	Purchase, N. Y.	PrC	250	1200	1450	2550	75	1400	4025	
Mankato State Col.	Mankato, Minn.	PuC	5850	5200	11,050	348	90	855	1293	Out of state +$396. 4 terms avail.
Mansfield State Col.	Mansfield, Pa.	PuC	1400	1800	3200	700	80	756	1536	Out of state +$1290
Marian Col.	Indianapolis, Ind.	PrC	380	420	800	1450	100	900	2450	
Marian Col. of Fond du Lac	Fond du Lac, Wis.	PrC	80	320	400	1000	60	950	2010	
Marietta Col., The	Marietta, O.	PrC	1190	670	1860	2400		1100	3500	
Marion Col.	Marion, Ind.	PrC	360	380	740	1600	180	930	2710	
Marist Col.‡	Poughkeepsie, N. Y.	PrC	900	600	1500	1800	50	1200	3050	
Marlboro Col.	Marlboro, Vt.	PrC	115	110	225	2910	156	1275	4341	
Marquette Univ.	Milwaukee, Wis.	PrC	4100	2600	6700	2058	10	1100	3168	
Mars Hill Col.	Mars Hill, N. C.	PrC	750	800	1550	1400	80	650	2130	
Marshall Univ.‡	Huntington, W. Va.	PuC			9360	150	127	1028	1305	Out of state +$200
Mary Baldwin Col.	Staunton, Va.	PrW		740	740	3900*	48		3948	3-yr. bachelor's program avail. *Includes R&B
Mary Col.	Bismarck, N. D.	PrC	250	450	700	1070	47	870	1987	
Mary Hardin-Baylor Col.	Belton, Tex.	PrC	300	600	900	900	70	800	1770	
Mary Manse Col.‡	Toledo, O.	PrC	40	400	440	1200	40	900	2140	
Mary Washington Col. of the Univ. of Virginia‡‡	Fredericksburg, Va.	PuC	40	2100	2140	735	27	888	1650	Out of state +$755
Marycrest Col.	Davenport, Ia.	PrC	200	800	1000	1650		1100	2750	
Marygrove Col.‡	Detroit, Mich.	PrC	100	750	850	1400	50	1200	2650	
Maryland, Univ. of	College Park, Md.	PuC	13,500	11,000	24,500	698	15	1080	1793	Out of state +$1000
Eastern Shore	Princess Anne, Md.	PuC	600	500	1100	—345—		1020	1365	Out of state +$350
Marylhurst Col.	Marylhurst, Ore.	PrW		400	400	1600	64	910	2574	Guaranteed-tuition plan avail.
Marymount Col.	Los Angeles, Cal.				See:	Loyola Marymount Univ.				
Marymount Col.	Salina, Kan.	PrC	185	415	600	1400		1050	2450	
Marymount Col.	Tarrytown, N. Y.	PrW		1100	1100	2400	125	1400	3925	
Marymount Manhattan Col.	New York, N. Y.	PrW		730	730	1950	50	1700	3700	Guaranteed-cost plan avail. 3-yr. bachelor's program avail.
Maryville Col.‡	St. Louis, Mo.	PrC	50	515	565	1700	45	1300	3045	3-yr. bachelor's program avail.
Maryville Col.	Maryville, Tenn.	PrC	350	375	725	1550	100	975	2625	
Marywood Col.	Scranton, Pa.	PrW		1300	1300	1380	100	1200	2680	
Massachusetts, Univ. of Amherst	Amherst, Mass.	PuC	9875	7445	17,320	250	217	1291*	1758	Out of state +$600. *5-day board
Boston	Boston, Mass.	PuC	3300	3000	6300	250	56		306	Out of state +$600. No housing
Massachusetts Col. of Art	Boston, Mass.	PuC	500	600	1100	300	103	1600*	2003	Out of state +$300. *No housing; off-campus est.
Massachusetts Inst. of Tech.	Cambridge, Mass.	PrC	4200	500	4700	3100	122	1785	5007	
Mayville State Col.	Mayville, N. D.	PuC	350	250	600	315	28	774	1117	Out of state +$537. 4 qtrs. avail.
Medaille Col.	Buffalo, N. Y.	PrC	90	230	320	1200	50		1250	No housing
Memphis Academy of Arts, The	Memphis, Tenn.	PrC	110	80	190	1000	19	1200	2219	County resident $150 less
Memphis State Univ.	Memphis, Tenn.	PuC	6350	5200	11,550		348	1200	1548	Out of state +$720
Menlo Col.	Menlo Park, Cal.	PrC	500	100	600	2400	170	1300	3870	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
M (continued)										
Mercer Univ.‡	Macon, Ga.	PrC	950	650	1600	$1965		$ 981	$2946	4 qtrs. avail.
Mercy Col.‡	Dobbs Ferry, N. Y.	PrC	500	800	1300	1500	$200		1700	No housing
Mercy Col. of Detroit	Detroit, Mich.	PrC	220	1100	1320	1500	100	1200	2800	
Mercyhurst Col.	Erie, Pa.	PrC	500	600	1100	1725	25	1100	2850	3 sems. avail.
Meredith Col.	Raleigh, N. C.	PrW		1260	1260	1700		1000	2700	
Merrimack Col.	North Andover, Mass.	PrC	1200	800	2000	1900	170	1200	3270	
Messiah Col.	Grantham, Pa.	PrC	350	420	770	1830	100	1000	2930	
Methodist Col.	Fayetteville, N. C.	PrC	325	275	600	1080	320	1000	2400	
Metropolitan State Col.	Denver, Colo.	PuC	5150	3700	8850	332			333	Out of state +$729. 4 qtrs. avail. No housing
Miami, Univ. of	Coral Gables, Fla.	PrC	5200	3100	8300	2500	133	1274	3907	
Miami Univ.	Oxford, O.	PuC	7130	6095	13,225	630	150	1260	2040	Out of state +$1200. 4 qtrs. avail.
Michigan, Univ. of‡‡	Ann Arbor, Mich.	PuC	11,500	9000	20,500	696		1298	1994	Out of state +$1564
Dearborn	Dearborn, Mich.	PuC	1160	700	1860	568		1236	1804	Out of state +$1232. 3 sems. av.... Limited housing
Flint	Flint, Mich.	PuC	1200	1100	2300	568		600*	1168	Out of state +$1232. *Room only
Michigan State Univ.	East Lansing, Mich.	PuC	17,900	15,515	33,415	675		1143	1818	Out of state +$855. 4 qtrs. avail.
Michigan Technological Univ.	Houghton, Mich.	PuC	4350	650	5000	570	50	1145	1765	Out of state +$993. 4 qtrs. avail.
Middle Tenn. State Univ.	Murfreesboro, Tenn.	PuC	4190	3500	7690	358	3	622	983	Out of state +$360
Middlebury Col.	Middlebury, Vt.	PrC	1010	790	1800				4250*	*Includes tuition, fees, R&B
Midland Lutheran Col.	Fremont, Neb.	PrC	450	390	840	1675		855	2530	
Midwestern Univ.	Wichita Falls, Tex.	PuC	1400	1000	2400	120	90	920*	1130	Out of state +$1080. *5-day board
Millersville State Col.	Millersville, Pa.	PuC	2000	2500	4500	650	110	792	1552	Out of state +$404. 4 qtrs. avail.
Milligan Col.	Milligan, Tenn.	PrC	410	370	780	1100	35	996	2131	
Millikin Univ.	Decatur, Ill.	PrC	750	700	1450	2400	50	1130	3580	
Mills Col.	Oakland, Cal.	PrW		900	900	2290	215	1590	4095	
Mills Col. of Educ.‡	New York, N. Y.	PrW		400	400	2200		1300	3500	
Millsaps Col.	Jackson, Miss.	PrC	500	400	900	1050	410	800	2260	
Milton Col.	Milton, Wis.	PrC	460	180	640	1650	130	1000	2780	Guaranteed-cost plan avail.
Milwaukee School of Eng.	Milwaukee, Wis.	PrC	1350	10	1360	1950		1050	3000	4 qtrs. avail.
Minnesota, Univ. of	Minneapolis, Minn.	PuC	26,000	16,000	42,000	504	136	1408	2048	Out of state +$906
Minot State Col.	Minot, N. D.	PuC	1300	1300	2600	400		575	975	Out of state +$537
Misericordia Col.	Dallas, Pa.	PrW	15*	860	875	1500	135	1200	2835	Music +$250. *Special students
Mississippi, Univ. of	University, Miss.	PuC	4600	2700	7300	—516—		1000	1516	Out of state +$600. 3 sems. avail.
Mississippi Col.	Clinton, Miss.	PrC	830	780	1610	1024	94	730	1848	
Mississippi State Col. for Women	Columbus, Miss.	PuW		2600	2600		550	830	1380	Out of state +$800
Mississippi State Univ.	State College, Miss.	PuC	5230	2690	7920	418	87	1000	1505	Out of state +$600. 3 sems. avail.
Mississippi Valley State Col.	Itta Bena, Miss.	PuC	1200	1400	2600	400		650	1050	Out of state +$600
Missouri, Univ. of	Columbia, Mo.	PuC	9750	7350	17,100		540	940	1480	Out of state $1000
" " "	Kansas City, Mo.	PuC	2730	1910	4640		550	1010	1560	
" " "	Rolla, Mo.	PuC	3120	320	3440		591	940	1531	
" " "	St. Louis, Mo.	PuC	4645	2905	7550		549	850*	1399	Out of state +$1000. *No housing; off-campus est.
Missouri Southern State Col.	Joplin, Mo.	PuC	1900	1300	3200	—190—		820	1010	Noncounty +$110, out of state +$790
Missouri Valley Col.	Marshall, Mo.	PrC	500	250	750	1450	80	996	2526	
Missouri Western Col.	St. Joseph, Mo.	PuC	2100	1400	3500	270	10	850	1130	Out of district +$70, out of state +$720
Molloy Catholic Col. for Women‡	Rockville Centre, N. Y.	PrW		780	780	1700	222		1922	No housing
Monmouth Col.	Monmouth, Ill.	PrC	625	375	1000	2620	45	1125	3790	
Monmouth Col.	West Long Branch, N. J.	PrC	2000	1800	3800	1800	100	1130	3030	
Montana, Univ. of	Missoula, Mont.	PuC	5170	2660	7830	471		954	1425	Out of state +$847
Montana Col. of Mineral Science & Tech.	Butte, Mont.	PuC	575	190	765		386	875	1261	Out of state +$900
Montana State Univ.	Bozeman, Mont.	PuC	4295	3035	7330		478	934	1412	Out of state +$848. 4 qtrs. avail.
Montclair State Col.	Upper Montclair, N. J.	PuC	2920	4380	7300	535	144	594	1273	Out of state +$535. Guaranteed tuition & fees plan avail.
Monterey Inst. of Foreign Studies	Monterey, Cal.	PrC	127	116	243	1900	111	2280*	4291	Junior-senior program only. Tuition guaranteed. *No housing; off-campus est.
Montevallo, Univ. of	Montevallo, Ala.	PuC	1200	1400	2600	360		780	1140	Out of state +$210
Moorhead State Col.	Moorhead, Minn.	PuC	2200	2000	4200	348	90	852	1290	Out of state +$396. 4 qtrs. avail.
Moravian Col.	Bethlehem, Pa.	PrC	700	600	1300	2450	28	1145	3623	
Morehead State Univ.‡	Morehead, Ky.	PuC	3210	3210	6420	240	70	800	1110	Out of state +$500
Morehouse Col.	Atlanta, Ga.	PrM	1200		1200	1350	165	1146	2661	
Morgan State Col.	Baltimore, Md.	PuC	2200	2300	4500	200	158	1000	1358	Out of state +$300
Morningside Col.	Sioux City, Ia.	PrC	630	640	1270	1830	100	810	2740	
Morris Brown Col.	Atlanta, Ga.	PrC	660	950	1610	1350	240	850	2440	
Morris Harvey Col.	Charleston, W. Va.	PrC	900	800	1700	1560	114	975	2649	In-state student $600 less

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
M (continued)										
Mt. Angel Col.‡	Mt. Angel, Ore.	PrC	150	130	280	$1395	$ 36	$ 990	$2421	4 qtrs. avail.
Mount Angel Sem.	Saint Benedict, Ore.	PrM	75		75	1145	30	855	2030	
Mount Holyoke Col.	South Hadley, Mass.	PrW	20*	1890	1910	2800		1500	4300	*Exchange students
Mount Marty Col.	Yankton, S. D.	PrC	220	380	600	—1440—		950	2390	
Mount Mary Col.	Milwaukee, Wis.	PrW		800	800	1200	20	900	2120	
Mount Mercy Col.	Cedar Rapids, Ia.	PrC	210	540	750	1485		1000	2485	
Mount Saint Joseph on the Ohio, Col. of‡	Mount Saint Joseph, O.	PrW		750	750	1408	120	1140	2668	
Mount Saint Mary Col.	Hooksett, N. H.	PrW		250	250	1700	125	1400	3225	
Mount Saint Mary Col.	Newburgh, N. Y.	PrC	65	570	635	1750	95	1300	3145	
Mount St. Mary's Col.	Los Angeles, Cal.	PrW	10*	700	710	1600		1200	2800	*Music & nursing students
Mount Saint Mary's Col.	Emmitsburg, Md.	PrC	1000	200	1200	1670	140	1050	2860	Guaranteed-cost plan avail.
Mount St. Scholastica Col.	Atchison, Kan.				See:	Benedictine Col.				
Mount St. Vincent, Col. of	Riverdale, N. Y.	PrW		975	975	2000	30	1400	3430	
Mount Union Col.	Alliance, O.	PrC	680	680	1360	2100	255	1035	3390	4 qtrs. avail.
Muhlenberg Col.	Allentown, Pa.	PrC	900	600	1500	—2500—		1100	3600	
Mundelein Col.	Chicago, Ill.	PrW		1200	1200	1850		1166	3016	3 sems. avail.
Murray State Univ.	Murray, Ky.	PuC	2700	2500	5200	425		770	1195	Out of state +$531
Muskingum Col.	New Concord, O.	PrC	600	600	1200	2450	60	1110	3620	
N										
Nasson Col.	Springvale, Me.	PrC	500	300	800	2500	60	1340	3900	
National Col. of Bus.	Rapid City, S. D.	PrC	575	425	1000	1230	45	1200	2475	
National Col. of Educ.	Evanston, Ill.	PrC	90	500	590	2400		1400	3800	4 qtrs. avail.
Urban Campus	Chicago, Ill.	PrC	25	180	205	1500			1500	No housing
Nazareth Col.	Nazareth, Mich.	PrC	50	450	500	1630		1200	2830	
Nazareth Col. of Rochester	Rochester, N. Y.	PrW	75*	1000	1075	2100	60	1300	3460	*Day students
Nebraska, Univ. of	Lincoln, Neb.	PuC	10,500	6500	17,000	500	103	1020	1623	Out of state +$1000
Omaha	Omaha, Neb.	PuC	4400	2700	7100	570	60		630	Out of state +$500. No housing
Nebraska Wesleyan Univ.	Lincoln, Neb.	PrC	550	550	1100	1700	95	960	2755	
Nevada, Univ. of	Reno, Nev.	PuC	3200	2200	5400		519	1150	1669	Out of state +$1200
" " "‡	Las Vegas, Nev.	PuC	3490	2310	5800	532	24	1108	1664	Out of state +$1200
New Col.	Sarasota, Fla.	PrC	330	220	550	3000	45	1300	4345	3-yr. bachelor's program avail.
New England Col.	Henniker, N. H.	PrC	800	500	1300	2500	240	1370	4110	
New England Conservatory of Music	Boston, Mass.	PrC	220	200	420	2400	115	1600	4115	
New Hampshire, Univ. of	Durham, N. H.	PuC	4700	3900	8600	350	116	1050	2116	Out of state +$1200
New Hampshire Col.	Manchester, N. H.	PrC	700	200	900	2125	65	1300	3490	
New Haven, Univ. of	West Haven, Conn.	PrC	2200	400	2600	1800	40	1250	3090	Limited housing
New Mexico, Univ. of	Albuquerque, N. M.	PuC	8200	5800	14,000	—456—		1080	1536	Out of state +$828
New Mexico Highlands Univ.	Las Vegas, N. M.	PuC	1500	1200	2700	324	15	765	1104	Out of state +$567
New Mexico Inst. of Tech.	Socorro, N. M.	PuC	530	180	710	220	119	1035	1374	Out of state +$830
New Mexico State Univ.	Las Cruces, N. M.	PuC	5000	2400	7400	466	60	880	1406	Out of state +$830
New Rochelle, Col. of	New Rochelle, N. Y.	PrW		830	830	2150	50	1300	3500	
New York, The City Univ. of										
Brooklyn Col.‡	Brooklyn, N. Y.	PuC			17,000		106		106	
City Col.	New York, N. Y.	PuC	7080	4720	11,800		116		116	
Herbert H. Lehman Col.	Bronx, N. Y.	PuC	3650	4800	8450		120		120	Noncity resident +$550, out of state +$[illegible]. No housing
Queens Col.	Flushing, N. Y.	PuC	8000	9000	17,000		130		130	
York Col.	Jamaica, N. Y.	PuC	2750	2550	5300		106		106	
New York, State Univ. of	Albany, N. Y.	PuC	4250	4040	8290	650	25	1315	1990	Juniors & seniors +$150. Out of state +$425. 3-yr. bachelor's program avail.
" " " " "	Binghamton, N. Y.	PuC	2800	2430	5230	650	25	1295	1970	
" " " " "	Buffalo, N. Y.	PuC	6900	4390	11,290	650	25	1285	1960	
" " " " "	Stony Brook, N. Y.	PuC	4140	2930	7070	650	25	1165	1840	
New York, State Univ. of State Univ. Col.	Brockport, N. Y.	PuC	3830	3800	7630	650	25	1315	1990	Juniors & seniors +$150. Out of state +$425
" " "	Buffalo, N. Y.	PuC	3120	3730	6850	650	25	1275	1950	
" " "	Cortland, N. Y.	PuC	1950	2200	4150	650	25	1340	2015	
" " "	Fredonia, N. Y.	PuC	1860	2460	4320	650	25	1245	1920	Juniors & seniors +$150. Out of state +$425. 3-yr. bachelor's program avail.
" " "	Geneseo, N. Y.	PuC	1650	2610	4260	650	25	1190	1865	
" " "	New Paltz, N. Y.	PuC	2190	2680	4870	650	25	665*	1340	Juniors & seniors +$150. Out of state +$425. *Room only
" " "	Old Westbury, N. Y.	PuC	250	260	510	650	25	1245	1920	Juniors & seniors +$150. Out of state +$425
" " "	Oneonta, N. Y.	PuC	1800	2970	4770	650	25	1215	1890	
" " "	Oswego, N. Y.	PuC	3390	3150	6540	650	25	1285	1960	

N (continued)

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
New York, State Univ. of (cont.)										
State Univ. Col. (cont.)	Plattsburgh, N. Y.	PuC	2150	2340	4490	$ 650	$ 25	$1285	$1960	
" " "	Potsdam, N. Y.	PuC	1480	2550	4030	650	25	1315	1990	Juniors & seniors +$150. Out of state +$425
" " "	Purchase, N. Y.	PuC	410	630	1040	650	25	1450	2125	
Col. of Ceramics, Alfred	Alfred, N. Y.	PuC	370	130	500	—960—		1300	2260	Out of state +$425
Col. of Environmental Science & Forestry, Syracuse	Syracuse, N. Y.	PuC	1330	160	1490	650	25	1360	2035	Juniors & seniors +$150. Out of state +$425
Cornell Division	Ithaca, N. Y.									
Col. of Agr. & Life Sciences		PuC	1940	720	2660	—1200—		1585	2785	
Col. of Human Ecology		PuC	90	980	1070	—1200—		1585	2785	Out of state +$600
Col. of Indus. & Labor Re.		PuC	430	110	540	—1200—		1585	2785	
Downstate Medical Center	Brooklyn, N. Y.	PuC	80	230	310	800	25	665*	1490	Out of state +$500. Junior-senior program only. *Room only
Empire State Col.	Saratoga, N. Y.	PuC	950	630	1580	650	25	*	675	Juniors & seniors +$150. 4 qtrs. avail. *Home study program only
Maritime Col. at Ft. Schuyler	Bronx, N. Y.	PuM	685		685	650	25	1250	1925	Juniors & seniors +$150. Out of state +$425
Upstate Medical Center	Syracuse, N. Y.	PuC	80	270	350	650	25	1320	1995	
New York Univ.	New York, N. Y.	PrC	4450	3300	7750	2550	178	1800	4528	
Newark Col. of Eng.	Newark, N. J.	PuC	2320	80	2400	584	96		680	Out of state +$584. No housing
Newark State Col.	Union, N. J.	PuC	2350	3530	5880	535	260	1000	1795	Out of state +$535
Newberry Col.	Newberry, S. C.	PrC	530	270	800	—1900—		950	2850	
Newcomb Col.	New Orleans, La.	PrCo	*	1525	1525	2300	220	1295	3815	*See Tulane Univ.
Newton Col.	Newton, Mass.	PrW		840	840	2450		1350	3800	
Niagara Univ.	Niagara Univ., N. Y.	PrC	1650	950	2600	2000	100	1100	3200	
Nicholls State Univ.	Thibodaux, La.	PuC	2285	1885	4170	302		750	1052	Out of state +$630
Nichols Col.	Dudley, Mass.	PrC	700	30	730	1975	50	1300	3325	
Norfolk State Col.	Norfolk, Va.	PuC	2280	2520	4800	460	5	960	1425	Out of state +$170
North Adams State Col.	North Adams, Mass.	PuC			1900	300	112	940	1352	Out of state +$300
North Carolina, Univ. of	Chapel Hill, N. C.	PuC	8200	4260	12,460	225	177	1050	1452	Out of state +$1575
Asheville	Asheville, N. C.	PuC	470	480	950	280	138	1020*	1438	Out of state +$1840. *5-day board
Charlotte	Charlotte, N. C.	PuC	2500	1900	4400	240	158	925*	1323	Out of state +$1560. *5-day board
Greensboro	Greensboro, N. C.	PuC	1000	4400	5400	234	315	740	1289	Out of state +$ 1566
North Carolina Agr. & Tech State Univ.	Greensboro, N. C.	PuC	2080	1740	3820	282	283	745	1310	Out of state +$1549
North Carolina Central Univ.	Durham, N. C.	PuC	1300	2200	3500	200	263	813	1276	Out of state +$1600
North Carolina School of the Arts	Winston-Salem, N. C.	PuC	200	160	[illegible]	470	230	1125	1825	Out of state +$1330
North Carolina State Univ. at Raleigh	Raleigh, N. C.	PuC	8020	2150	10,170	240	233	969	1442	Out of state +$1560
North Carolina Wesleyan Col.	Rocky Mount, N. C.	PrC	300	300	600	—1600—		1000	2600	4 terms avail.
North Central Col.	Naperville, Ill.	PrC	400	400	800	2250	48	1050	3348	
North Dakota, Univ. of	Grand Forks, N. D.	PuC	4740	3260	8000	354	102	800	1256	Out of state +$728
North Dakota State Univ.	Fargo, N. D.	PuC	3700	2400	6100	354	81	900	1335	Out of state +$729
North Georgia Col.	Dahlonega, Ga.	PuC	620	620	1240	345	108	891	1344	Out of state +$540. 4 qtrs. avail.
North Park Col.	Chicago, Ill.	PrC	550	650	1200	1995	212	1140	3347	4 terms avail.
North Texas State Univ.	Denton, Tex.	PuC	5900	4400	10,300	120	182	1066	1368	Out of state +$1080
Northeast Louisiana Univ.	Monroe, La.	PuC	4000	3500	7500		280	845	1126	Out of state +$630. 4 terms avail.
Northeast Missouri State Univ.	Kirksville, Mo.	PuC	2995	2805	5800	—280—		816	1096	Out of state +$480. Guaranteed-cost plan avail.
Northeastern Bible Col.	Essex Fells, N. J.	PrC	160	160	320	1050	180	1088	2318	
Northeastern Illinois Univ.	Chicago, Ill.	PuC	1800	3200	5000	420	56		476	Out of state +$846. 3 sems. avail. No housing
Northeastern State Col.†	Tahlequah, Okla.	PuC	3000	2500	5500	315	15	760	1090	Out of state +$435
Northeastern Univ.	Boston, Mass.	PrC	11,000	4000	15,000	1815	157	1500	3472	5-yr. study-&-job program
Northern Arizona Univ.	Flagstaff, Ariz.	PuC	4820	4020	8840	304	20	760	1084	Out of state +$665
Northern Colorado, Univ. of‡‡	Greeley, Colo.	PuC	4400	6100	10,500	267	135	975	1377	Out of state +$798
Northern Illinois Univ.	DeKalb, Ill.	PuC	10,910	10,070	20,980	404	164	1080	1648	Out of state +$670
Northern Iowa, Univ. of	Cedar Falls, Ia.	PuC	4000	4500	8500	600		860	1460	Out of state +$400
Northern Michigan Univ.	Marquette, Mich.	PuC	4100	3200	7300	528		1141	1669	Out of state +$816
Northern Montana Col.	Havre, Mont.	PuC	585	480	1065		410	843	1253	Out of state +$300
Northern State Col.‡‡	Aberdeen, S. D.	PuC	1200	1100	2300	368	94	665	1127	Out of state +$448
Northland Col.	Ashland, Wis.	PrC	450	190	640	1895	98	920	2913	
Northrop Inst. of Tech	Inglewood, Cal.	PrC	1200	25	1225	1737	40	1194	2971	4 qtrs. avail.
Northwest Missouri State Univ.	Maryville, Mo.	PuC	3000	2800	5800		320	830	1150	Out of state +$280
Northwest Nazarene Col.	Nampa, Ida.	PrC	470	540	1010	1305	195	975	2475	
Northwestern Col.	Orange City, Ia.	PrC	360	340	700	1650		840	2490	
Northwestern State Col.	Alva, Okla.	PuC	1200	900	2100	336	12	720	1068	Out of state +$528
Northwestern State Univ.	Natchitoches, La.	PuC	2600	2610	5210		330	866	1196	Out of state +$630. Guaranteed fees and R&B plan avail.
Northwestern Univ.	Evanston, Ill.	PrC	3845	2700	6545	3180		1325	4505	
Norwich Univ.	Northfield, Vt.	PrC	1025	100	1125	2100	270	1130	3500	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
N (continued)										
Notre Dam., Col. of	Belmont, Cal.	PrC	80	300	380	$1600	$ 50	$1200	$2850	
Notre Dame, Univ. of	Notre Dame, Ind.	PrC	5875	725	6600	2450	50	1200	3700	
Notre Dame Col.	St. Louis, Mo.	PrC	30	120	150	1050	40		1090	No housing
Notre Dame Col.	Manchester, N. H.	PrW		320	320	1400	75	1150	2625	
Notre Dame Col.	Cleveland, O.	PrW		400	400	—1300—		1120	2420	
Notre Dame of Maryland, Col. of	Baltimore, Md.	PrW		600	600	1600	30	1300	2930	3-yr. bachelor's program avail.
O										
Oakland City Col.	Oakland City, Ind.	PrC	255	235	490	1350	81	862	2293	
Oakland Univ.	Rochester, Mich.	PuC	3000	2700	5700	560	32	1226	1818	Out of state +$1008. 3 sems. avail.
Oakwood Col.	Huntsville, Ala.	PrC	465	550	1015	1500	87	765	2352	4 qtrs. avail.
Oberlin Col.	Oberlin, O.	PrC	1370	1280	2650	2825	252	1230	4307	
Occidental Col.	Los Angeles, Cal.	PrC	900	750	1650	2700	99	1425	4224	3 sems. avail.
Ohio Dominican Col.	Columbus, O.	PrC	300	400	700	—1700—		1200	2900	
Ohio Northern Univ.	Ada, O.	PrC	1800	800	2600	—2031—		1065	3096	Eng. & pharmacy +$195
Ohio State Univ., The	Columbus, O.	PuC	19,725	13,950	33,675	750		1344	2094	Out of state +$1050
Ohio Univ.‡‡	Athens, O.	PuC	8600	7200	15,800	780		1284	2064	Out of state +$1200
Ohio Wesleyan Univ.	Delaware, O.	PrC	1250	1250	2500	2560		1170	3820	Tuition and R&B guaranteed. 3 terms avail.
Oklahoma, Univ. of	Norman, Okla.	PuC	7500	4700	12,200	450	25	1000	1475	Out of state +$1280
Oklahoma Baptist Univ.	Shawnee, Okla.	PrC	800	900	1700	850	95	756	1701	
Oklahoma Christian Col.	Oklahoma City, Okla.	PrC	550	600	1150	1060		860	1920	
Oklahoma City Univ.	Oklahoma City, Okla.	PrC	900	800	1700	900	70	880	1850	4 terms avail.
Oklahoma Col. of Liberal Arts	Chickasha, Okla.	PuC	400	450	850	314	20	750	1084	Out of state +$776. 3 sems. avail.
Old Dominion Univ.	Norfolk, Va.	PuC	5260	3965	9225	470		1250*	1720	Out of state +$400. *No housing; off-campus est.
Olivet Col.	Olivet, Mich.	PrC	410	400	810	1900	75	1150	3125	Tuition guaranteed
Olivet Nazarene Col.	Kankakee, Ill.	PrC	900	950	1850	1300	108	960	2368	
Oral Roberts Univ.	Tulsa, Okla.	PrC	950	950	1900	1050	25	1050	2125	
Oregon, Univ. of	Eugene, Ore.	PuC	6730	5120	11,850	509		1020	1529	Out of state +$1059. 4 qtrs. avail.
Oregon Col. of Educ.	Monmouth, Ore.	PuC	1400	1700	3100	513		900	1413	Out of state +$720. 4 terms avail.
Oregon State Univ.	Corvallis, Ore.	PuC	8500	4500	13,000	505		975	1480	Out of state +$1059
Ottawa Univ.	Ottawa, Kan.	PrC	380	350	730				2975*	*Includes tuition, fees, R&B
Otterbein Col.	Westerville, O.	PrC	700	700	1400				3450*	*Includes tuition, fees, R&B
Ouachita Baptist Col.	Arkadelphia, Ark.	PrC	790	710	1500	700	180	820	1700	
Our Lady of Holy Cross Col.	New Orleans, La.	PrC	60	155	215	800			800	No housing
Our Lady of the Elms, Col. of‡	Chicopee, Mass.	PrW		500	500	1300	100	900	2300	
Our Lady of the Lake Col.	San Antonio, Tex.	PrC	275	650	925	1290	50	1000	2340	
Ozarks, The Col. of the	Clarksville, Ark.	PrC	275	250	525	600	50	850	1500	
P										
Pace Col.	New York, N. Y.	PrC	2650	1350	4000	2080	100	1500	3638	
Pacific, Univ. of the‡‡	Stockton, Cal.	PrC	1900	1800	3700	2660	135	1360	4155	
Pacific Christian Col.	Long Beach, Cal.	PrC	170	120	290	900	81	1100	2081	
Pacific Col.	Fresno, Cal.	PrC	200	200	400	1400	105	1200	2705	
Pacific Lutheran Univ.	Tacoma, Wash.	PrC	1200	1300	2500	1900		1030	2930	
Pacific Oaks Col.	Pasadena, Cal.	PrC	25	130	155	1800			1800	No housing
Pacific Union Col.	Angwin, Cal.	PrC	940	960	1900	—1905—		960	2865	
Pacific Univ.‡	Forest Grove, Ore.	PrC	750	450	1200	1826	93	870	2789	
Paine Col.	Augusta, Ga.	PrC	300	500	800	1200		950	2150	
Pan American Univ.	Edinburg, Tex.	PuC	2815	2240	5055	120	134	787	1041	Out of state +$1080
Panhandle State Col.	Goodwell, Okla.	PuC	750	500	1250	330	55	650	1035	Out of state +$530
Park Col.‡	Parkville, Mo.	PrC	450	200	650	1930	44	1140	3114	
Parsons Col.‡‡	Fairfield, Ia.	PrC	700	350	1050	1860		1130	2990	3 sems. avail.
Pasadena Col.	San Diego, Cal.	PrC	700	650	1350	1776	96	900	2772	4 terms avail.
Peabody Conservatory of Music	Baltimore, Md.	PrC	115	120	235	2300	30	800*	3130	3-yr. bachelor's program only. *Room only
Pembroke Col.	Providence, R. I.	PrCo	*	1800	1800	3250	30	1450	4730	*See Brown Univ.
Pembroke State Univ.	Pembroke, N. C.	PuC	1150	1050	2200	200	200	770	1170	Out of state +$1350
Pennsylvania, Univ. of	Philadelphia, Pa.	PrC	5000	3000	8000	2850	315	1685	4850	
Pennsylvania State Univ., The‡‡	University Park, Pa.	PuC	25,500	12,700	38,200	855		1140	1995	Out of state +$1131. 4 terms avail.
Capitol Campus	Middletown, Pa.	PuC			2000	560		760	1320	Out of state +$382
Pepperdine Univ.‡	Los Angeles, Cal.	PrC	700	500	1200	1860	14	1000	2874	3 sems. avail.
Malibu	Malibu, Cal.	PrC	600	600	1200	2550		1250	3800	3 sems. avail.
Peru State Col.‡‡	Peru, Neb.	PuC	470	230	700	363	70	816*	1249	Out of state +$308. *5-day board
Pfeiffer Col.	Misenheimer, N. C.	PrC	480	520	1000	1300	320	755	2375	
Pharmaceutical Sciences, Col. of—Columbia Univ.	New York, N. Y.	PrC	160	40	200	—2200—		2600	4800	3-yr. junior-senior program only

See explanatory notes inside front cover

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
P (continued)										
Philadelphia Col. of Art	Philadelphia, Pa.	PrC	470	535	1005	$2560		$ 775*	$3335	*Room only
Philadelphia Col. of Bible	Philadelphia, Pa.	PrC	325	325	650	1250	$ 79	900	2229	
Philadelphia Col. of Pharmacy & Science	Philadelphia, Pa.	PrC	675	275	950	—1800—		650*	2450	*Room only
Philadelphia Col. of Textiles & Science	Philadelphia, Pa.	PrC	960	240	1200	1800		1200	3000	
Philadelphia Musical Acad.	Philadelphia, Pa.	PrC	205	105	310	2200		1200*	3400	*No housing; off-campus est.
Phillips Univ.	Enid, Okla.	PrC	450	430	880	1200	70	800	2070	
Piedmont Col.	Demorest, Ga.	PrC	260	240	500	1125	60	810	1995	
Pikeville Col.	Pikeville, Ky.	PrC	375	230	605	1000	54	850	1904	
Pittsburgh, Univ. of	Pittsburgh, Pa.	PrC	9000	6000	15,000	1960	56	1250	3266	In-state student $900 less. 3 sems. avail. Limited housing
Pitzer Col.	Claremont, Cal.	PrC	250	500	750	2500	155	1450	4105	
Plymouth State Col.	Plymouth, N. H.	PuC	1150	1300	2450	617	100	1000	1717	Out of state +$833
PMC Colleges	Chester, Pa.				See:	Widener Col.				
Point Park Col.‡	Pittsburgh, Pa.	PrC	1100	700	1800	2000		1180	3180	
Polytech. Inst. of Brooklyn	Brooklyn, N. Y.	PrC	1300	100	1400	2400	50	1400	3850	
Pomona Col.	Claremont, Cal.	PrC	700	600	1300	2730	144	1400	4274	
Portland, Univ. of	Portland, Ore.	PrC	750	650	1400	1900	70	1060	3030	In-state student $250 less
Portland State Univ.	Portland, Ore.	PuC	5230	4110	9340	516		1500*	2016	Out of state +$1059. *No housing; off-campus est.
Prairie View Agr. & Mech. Col.	Prairie View, Tex.	PuC	2180	2120	4300	144	144	1076	1364	Out of state +$720
Pratt Inst.	Brooklyn, N. Y.	PrC	2200	1260	3460	2500	95	1350	3945	
Presbyterian Col.‡	Clinton, S. C.	PrC	600	300	900	1625	150	975	2750	
Prescott Col.	Prescott, Ariz.	PrC	210	190	400	2500	125	1200	3825	
Princeton Univ.	Princeton, N. J.	PrC	3060	1100	4160	—3300—		1435	4735	
Principia Col.	Elsah, Ill.	PrC	400	400	800	2700	105	1389	4194	
Providence Col.	Providence, R. I.	PrC	1860	790	2650	2085	68	1200	3353	
Puerto Rico, Univ. of	Rio Piedras, P. R.	PuC	16,000	21,000	37,000	165		700*	865	*Limited housing; off-campus est.
Puget Sound, Univ. of	Tacoma, Wash.	PrC	1400	1350	2750	2050	110	1000	3160	
Purdue Univ.	Lafayette, Ind.	PuC	18,800	1900	20,700	508	192	1140	1840	Out of state +$900
Calumet	Hammond, Ind.	PuC	1200	800	2000	770	30		800	Out of state +$770. No housing
Q										
Queens Col.	Charlotte, N. C.	PrW		600	600	1900	70	1400	3370	
Quincy Col.	Quincy, Ill.	PrC	1000	800	1800	1500	28	1030	2558	
Quinnipiac Col.	Hamden, Conn.	PrC	1400	1100	2500	1975	120	1250	3345	
R										
Racine, The Col. of	Racine, Wis.	PrC	515	345	860	1672		1080	2752	
Radcliffe Col.	Cambridge, Mass.	PrW		1600	1600	3200		1825	5025	
Radford Col.	Radford, Va.	PuC	225	3000	3225	414		1266	1680	Out of state +$399. 4 qtrs. avail.
Ramapo Col. of New Jersey	Mahwah, N. J.	PuC			2400	535	139	630	1304	Out of state +$635
Randolph-Macon Col.	Ashland, Va.	PrC	660	220	880	2290		825	3115	
Randolph-Macon Woman's Col.	Lynchburg, Va.	PrW		800	800		50		3850*	*Includes tuition and R&B
Redlands, Univ. of	Redlands, Cal.	PrC	850	850	1700	2450	91	1100	3641	
Reed Col.	Portland, Ore.	PrC	600	550	1150	2980	110	1110	4200	
Regis Col.	Denver, Colo.	PrC	800	550	1350	1600	150	1100	2850	
Regis Col.	Weston, Mass.	PrW		750	750	1900	175	1200	3275	
Rensselaer Polytech. Inst.	Troy, N. Y.	PrC	3090	300	3390	2830	156	1300	4286	
Rhode Island, Univ. of	Kingston, R. I.	PuC	4690	3535	8225		761	1170	1931	Out of state +$900
Rhode Island Col.	Providence, R. I.	PuC	1300	3000	4300	420	70	1050	1540	Out of state +$685
Rhode Island School of Design	Providence, R. I.	PrC	650	650	1300	2675	80	1275	4030	
Rice Univ.	Houston, Tex.	PrC	1800	700	2500	2100	75	1305	3480	
Richmond, Univ. of	Richmond, Va.	PrCo	1600	630	2230	1925		1100	3025	3-yr. bachelor's program avail.
Ricker Col.	Houlton, Me.	PrC	380	140	520	1775	85	1000	2860	
Rider Col.	Trenton, N. J.	PrC	2160	1440	3600	1900		1100	3000	
Rio Grande Col.‡‡	Rio Grande, O.	PrC	300	250	550	1700	70	1025	2795	4 qtrs. avail.
Ripon Col.	Ripon, Wis.	PrC	640	360	1000	2650	55	1005	3710	
Rivier Col.	Nashua, N. H.	PrW		420	420	1500	10	1000	2510	
Robert Morris Col.	Coraopolis, Pa.	PrC	2000	1000	3000	1380	100	1100	2580	3 sems. avail.
Roberts Wesleyan Col.	Rochester, N. Y.	PrC	300	350	650	1728	39	1041	2808	
Rochester, Univ. of	Rochester, N. Y.	PrC	3100	2300	5400	3275	190	1450	4915	
Rochester Inst. of Tech.	Rochester, N. Y.	PrC	4200	1000	5200	2300	140	1260	3700	
Rockford Col.	Rockford, Ill.	PrC	350	350	700	2100		1100	3200	
Rockhurst Col.	Kansas City, Mo.	PrC	730	260	990	1570	90	975	2635	
Rocky Mountain Col.	Billings, Mont.	PrC	325	256	580	1550	90	950	2590	
Rollins Col.	Winter Park, Fla.	PrC	680	570	1250	2400	150	1140	3690	
Roosevelt Univ.	Chicago, Ill.	PrC	1300	1100	2400	1820	30	1419	3269	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
R (Continued)										
Rosary Col.	River Forest, Ill.	PrC	100	670	730	$1750	$ 10	$1360	$3060	
Rosary Hill Col. ‡	Buffalo, N. Y.	PrC	400	[illegible]	1300	1850	70	1250	3170	
Rose-Hulman Inst. of Tech.	Terre Haute, Ind.	PrM	1050		[illegible]	2055		1175	3230	
Rosemont Col.	Rosemont, Pa.	PrW		530	530	2000	125	1400	3525	
Russell Sage Col.	Troy, N. Y.	PrW		1450	1450	2000	100	1300	3400	
Rust Col.	Holly Springs, Miss.	PrC	300	500	800	2325	75	832	3032	
Rutgers Univ., The State Univ. of New Jersey										
Arts & Sciences, Col. of	Camden, N. J.	PuC	1600	1100	2700	585	80		665	Out of state +$585. No housing
Douglass Col.	New Brunswick, N. J.	PuW		8210	8210	584	140	1300	2024	Out of state +$584
Newark‡	Newark, N. J.	PuC	2900	2100	5000	400	78		478	Out of state +$400. No housing
Rutgers Col.	New Brunswick, N. J.	PuM	13,980		13,980	584	140	1300	2024	Out of state +$584
S										
Sacramento State Col.	Sacramento, Cal.				See:	California State Univ. at Sacramento				
Sacred Heart Col.	Wichita, Kan.				See:	Kansas Newman Col.				
Sacred Heart Col.‡	Belmont, N. C.	PrW		310	310	1000	100	1150	2250	No housing
Sacred Heart Univ.	Bridgeport, Conn.	PrC	750	500	1250	1050	50		1700	Out of state +$375. 3 sems. avail.
Saginaw Valley Col.	Univ. Center, Mich.	PuC	800	700	1500	405	53	1100	1558	
St. Ambrose Col.	Davenport, Ia.	PrC	1000	300	1300	1700	20	1050	2770	
St. Andrews Presbyterian Col.	Laurinburg, N. C.	PrC	450	450	900	1940	[illegible]	995	3095	
St. Anselm's Col.	Manchester, N. H.	PrM	1150	350*	1500	2050	30	1150	3230	*Nursing division
St. Augustine's Col.	Raleigh, N. C.	PrC	700	800	1500	1075	300	875	2250	
St. Basil's Col.	Stamford, Conn.	PrM	50		50	1000	176	1200	2376	
St. Benedict, Col. of	St. Joseph, Minn.	PrW		1100	1100	1850	65	800	2715	
St. Benedict's Col.	Atchison, Kan.				See:	Benedictine College				
St. Bernard Col.	St. Bernard, Ala.	PrC	500	100	600	1065	180	969	2214	
St. Bonaventure Univ.	St. Bonaventure, N. Y.	PrC	1280	680	1960	2000	150	1200	3350	
St. Catherine, The Col. of	St. Paul, Minn.	PrCo	*	1450	1450	1900	10	950	2860	*See St. Thomas, Col. of
St. Cloud State Col.	St. Cloud, Minn.	PuC	4200	3700	7900	348	90	825	1263	Out of state +$396
Saint Elizabeth, Col. of	Convent Station, N. J.	PrW		620	620	1900	130	1300	3330	3-yr. bachelor's program avail.
St. Francis, Col. of	Joliet, Ill.	PrC	200	600	[illegible]	1590		1000	2590	
Saint Francis Col.	Fort Wayne, Ind.	PrC	240	280	520	1050	5	1200	2255	
St. Francis Col.	Biddeford, Me.	PrC	400	150	550	2400	60	1250	3710	
St. Francis Col.	Brooklyn, N. Y.	PrC	1100	300	1400	1800	100		1900	No housing
St. Francis Col.	Loretto, Pa.	PrC	1000	600	1600	1770		1100	2870	
St. John Col. of Cleveland	Cleveland, O.	PrC	10	640	650	1632		1400	3032	
St. John Fisher Col.	Rochester, N. Y.	PrC	1200	200	1400	2060	74	1200	3334	
St. John's Col.‡	Annapolis, Md.	PrC	200	150	350	2700		1200	3900	
" " "	Santa Fe, N. M.	PrC	150	130	280	2700	10	1200	3910	
St. John's Univ.	Collegeville, Minn.	PrM	1625		1625	1850	60	1000	2910	
St. John's Univ.	Jamaica, N. Y.	PrC	8000	5000	13,000	2000	120		2120	No housing
Saint Joseph Col.	West Hartford, Conn.	PrW		600	600	1800		1320	3120	Tuition and R&B guaranteed
St. Joseph Sem. Col.	St. Benedict, La.	PrM	100		100	1114	20	986	2120	
St. Joseph the Provider, Col. of	Rutland, Vt.	PrC	60	140	200	1580		1100	2680	
Saint Joseph's Col.	Rensselaer, Ind.	PrC	700	400	1100	1760	80	950	2780	
Calumet	East Chicago, Ind.	PrC	525	300	825	900	71		921	No housing
St. Joseph's Col.	North Windham, Me.	PrC	150	500	650	1550	80	1150	2780	
St. Joseph's Col.	Brooklyn, N. Y.	PrC	105	435	540	1600	95		1695	No housing
Saint Joseph's Col.	Philadelphia, Pa.	PrC	1720	380	2100	1825		1298	3123	
St. Lawrence Univ.	Canton, N. Y.	PrC	1230	940	2170	2840	118	1310	4268	
St. Leo Col.	St. Leo, Fla.	PrC	800	400	1200	1770	20	1080	2870	
St. Louis Univ.‡	St. Louis, Mo.	PrC	3500	1700	5200	2060	44	1100	3194	3 sems. avail.
St. Martin's Col.‡	Olympia, Wash.	PrC	400	170	570	1400	30	1030	2460	
St. Mary, The Col. of	Omaha, Neb.	PrW		500	500	1480		1050	2530	
Saint Mary Col.	Leavenworth, Kan.	PrW	10*	550	560	1050	100	850	2000	*Special students
Saint Mary of the Plains Col.	Dodge City, Kan.	PrC	260	190	450	—1276—		874	2150	
St. Mary-of-the-Woods Col.	St. Mary-of-the-Woods, Ind.	PrW		500	500	—1720—		1080	2800	
Saint Mary's Col.	Notre Dame, Ind.	PrW		1500	1500	2250	70	1230	3550	
St. Mary's Col.	Winona, Minn.	PrC	855	420	1275	1835	88	1000	2923	
St. Mary's Col. of California	St. Mary's College, Cal.	PrC	600	300	900	2052	50	1200	3302	
St. Mary's Col. of Maryland	St. Mary's City, Md.	PuC	490	410	900	300	160	1025	1485	Out of state +$250
St. Mary's Dominican Col.	New Orleans, La.	PrW	5*	350	355	1400	120	1200	2720	Guaranteed-cost plan avail. *Special students
St. Mary's Sem. & Univ.	Baltimore, Md.	PrM	230		230	1200	65	1000	2265	

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NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
S (continued)										
St. Mary's Univ.	San Antonio, Tex.	PrC	1800	850	2650	$1472	$ 40	$1000	$2512	
Saint Meinrad Col.	St. Meinrad, Ind.	PrM	250		250	1150		1125	2275	
St. Michael's Col.	Winooski, Vt.	PrC	1200	250	1450	2100	113	1100	3313	
St. Norbert Col.	West DePere, Wis.	PrC	790	735	1525	1950	40	935	2925	
St. Olaf Col.	Northfield, Minn.	PrC	1325	1400	2725	—2350—		1150	3500	
St. Paul Bible Col.	St. Paul, Minn.	PrC	200	200	400	1120	167	800	2087	
St. Paul's Col.	Lawrenceville, Va.	PrC	250	275	525	975	229	800*	2004	*Women +$100
St. Peter's Col.	Jersey City, N. J.	PrC	1625	800	2425	1584	118		1702	No housing
Saint Rose, The Col. of	Albany, N. Y.	PrC	200	700	900	1800	50	1000	2850	3-yr. bachelor's program avail.
St. Scholastica, Col. of	Duluth, Minn.	PrC	280	[illegible]	1000	1795	78	985	2858	
Saint Teresa, Col. of	Winona, Minn.	PrW	25*	1000	1025	1600	100	970	2670	*Day students
St. Thomas, Col. of	Saint Paul, Minn.	PrCo	2400	*	2400	1900	70	1063	3033	*See St. Catherine, The Col. of
St. Thomas, Univ. of	Houston, Tex.	PrC	800	850	1650	1200	200	800	2200	
St. Thomas Aquinas Col.	Sparkhill, N. Y.	PrC	175	380	555	1300	93	1100	2493	
St. Thomas Sem. Col.	Denver, Colo.	PrM	125		125	900	105	1050	2055	
St. Vincent Col.	Latrobe, Pa.	PrM	970		970	1520	220	900	2640	
St. Xavier Col.	Chicago, Ill.	PrC	200	660	860	1800	30	1150	2980	
Salem Col.	Winston-Salem, N. C.	PrW		600	600	2300	49	1100	3449	
Salem Col.	Salem, W. Va.	PrC	1000	300	1300	1550	70	900	2520	
Salem State Col.	Salem, Mass.	PuC	1600	2700	4300	300	100	927	1327	Out of state +$350
Salisbury State Col.	Salisbury, Md.	PuC	850	950	1800	200	215	1000	1415	Out of state +$350
Salve Regina Col.	Newport, R. I.	PrW		500	500	2000	52	1225	3277	
Sam Houston State Univ.	Huntsville, Tex.	PuC	4400	3675	8075	160	156	820	1136	Out of state +$1440
Samford Univ.	Birmingham, Ala.	PrC	1200	1000	2200	1280	75	1100	2455	In-state student $90 less
San Diego, Univ. of	San Diego, Cal.	PrC	850	650	1500	1800	54	1300	3154	
San Diego State Col.	San Diego, Cal.				See:	California State Univ. at San Diego				
San Francisco, Univ. of	San Francisco, Cal.	PrC	1700	1600	3300	1950	32	1200	3182	
San Francisco Conservatory of Music, The	San Francisco, Cal.	PrC	75	75	150	1800	35	1800	3635	
San Francisco State Col.	San Francisco, Cal.				See:	California State Univ. at San Francisco				
San Jose State Col.	San Jose, Cal.				See:	California State Univ. at San Jose				
Santa Clara, Univ. of	Santa Clara, Cal.	PrC	1820	1130	2950	2175		1296	3471	
Santa Fe, Col. of	Santa Fe, N. M.	PrC	800	300	1100	1216	134	1080	2430	
Sarah Lawrence Col.	Bronxville, N. Y.	PrC	200	550	750	3650		1700	5350	
Scarritt Col.	Nashville, Tenn.	PrC	40	35	75	—1300—		1200	2500	
Scranton, Univ. of	Scranton, Pa.	PrC	1680	220	1900	1450	90	1000	2540	
Scripps Col.	Claremont, Cal.	PrW		560	560	2700	125	1525	4350	
Seattle Pacific Col.	Seattle, Wash.	PrC	800	1000	1800	—1845—		1005	2850	4 qtrs. avail.
Seattle Univ.	Seattle, Wash.	PrC	1100	1100	2200	1680		1025	2705	4 qtrs. avail.
Seton Hall Univ.	South Orange, N. J.	PrC	2800	1900	4700	1700	140	1100	2940	
Seton Hill Col.	Greensburg, Pa.	PrW		750	750	1900	113	1150	3163	
Shaw Univ.	Raleigh, N. C	PrC	700	800	1500	1520	175	870	2565	3 sems. avail.
Shenandoah Col.‡	Winchester, Va.	PrC	260	280	540	1200		1260	2460	Nursing +$300, music +$150
Shepherd Col.	Shepherdstown, W. Va.	PuC	1070	1085	2155	150	130	1068	1348	Out of state +$750
Shimer Col.	Mount Carroll, Ill.	PrC	215	145	360	2300	180	1100	3580	Tuition guaranteed
Shippensburg State Col.	Shippensburg, Pa.	PuC	1900	2200	4100	700	75	756	1531	Out of state +$772
Shorter Col.	Rome, Ga.	PrC	225	275	500	1345	20	900	2265	Music +$340
Siena Col.	Loudonville, N. Y.	PrC	1375	375	1750	1820	80	1200	3100	
Siena Heights Col.	Adrian, Mich.	PrC	250	450	700	—1200—		975	2175	
Silver Lake Col. of the Holy Family	Manitowoc, Wis.	PrC	60	220	280	1000		800*	1800	*No housing; off-campus est.
Simmons Col.	Boston, Mass.	PrW		1770	1770	2656	80	1330	4066	
Simpson Col.	San Francisco, Cal.	PrC	155	145	300	1400	145	1000	2545	Tuition guaranteed
Simpson Col.	Indianola, Ia.	PrC	490	400	890	2175	25	925	3125	
Sioux Falls Col.	Sioux Falls, S. D.	PrC	450	400	850	1500	185	908	2593	Guaranteed-tuition plan avail.
Skidmore Col.	Saratoga Springs, N. Y.	PrC	90	1830	1920	3100	55	1490	4645	3 sems. avail.
Slippery Rock State Col.	Slippery Rock, Pa.	PuC	2200	2800	5000		792	756	1548	Out of state +$750
Smith Col.	Northampton, Mass.	PrW		2400	2400	2770	70	1500	4340	
Sonoma State Col.	Rohnert Park, Cal.				See:	California State Col. at Sonoma				
South, Univ. of the	Sewanee, Tenn.	PrC	670	310	980	2100	100	1100	3300	
South Alabama, Univ. of	Mobile, Ala.	PuC	3800	2000	5800	579		990	1569	Out of state +$288. 4 qtrs. avail.
South Carolina, Univ. of	Columbia, S. C.	PuC	7970	4390	12,360	570	570	410	1550	Out of state +$536
	Springfield, S. D.	PuC	730	250	980	368	183	758	1309	Out of state +$800. Cost guaranteed
South Dakota, Univ. of										
South Dakota School of Mines and Tech.	Rapid City, S. D.	PuC	1100	250	1350	425	150	750	1325	Out of state +$612
South Dakota State Univ.	Brookings, S. D.	PuC	3500	2500	6000	425	99	800	1324	Out of state +$612
South Florida, Univ. of	Tampa, Fla.	PuC	8000	6000	14,000		570	1086	1656	Out of state +$1050. 4 qtrs. avail
Southeast Missouri State Col.	Cape Girardeau, Mo.	PuC	3500	3450	6950	240		800	1040	Out of state +$400. 3-yr. bachelor's program avail.

See explanatory notes inside front cover

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
S (continued)										
Southeastern Bible Col.	Birmingham, Ala.	PrC	170	130	300	$ 700	$170	$ 840	$1710	
South-Eastern Bible Col.	Lakeland, Fla.	PrC	400	400	800	724	66	550	1340	
Southeastern Louisiana Col.	Hammond, La.	PuC	3200	2700	5900	200	130	800	1130	Out of state +$500
Southeastern Massachusetts Univ.	NorthDartmouth, Mass.	PuC	2800	1800	4600	300	140	1735	2175	Out of state +$400
Southeastern State Col.	Durant, Okla.	PuC	2300	1700	4000	—342—		800	1142	Out of state +$495
Southern California, Univ. of	Los Angeles, Cal.	PrC	5500	3200	8700	2700	54	1300	4054	
Southern California Col.	Costa Mesa, Cal.	PrC	330	270	600	1250	140	1020	2410	
Southern Colorado State Col.	Pueblo, Colo.	PuC	4200	2600	6800	315	135	975	1425	Out of state +$830. 4 qtrs. avail.
Southern Connecticut State Col.	New Haven, Conn.	PuC	2600	4600	7200	450	100	895	1445	Out of state +$900
Southern Illinois Univ.	Carbondale, Ill.	PuC	12,000	6000	18,000	429	174	1100	1703	Out of state +$858. 4 qtrs. avail.
Edwardsville	Edwardsville, Ill.	PuC	4500	3000	7500	575		1400	1975	Out of state +$900. 4 qtrs. avail. Limited housing
Southern Methodist Univ.	Dallas, Tex.	PrC	2850	2550	5400	—2200—		1123	3323	
Southern Missionary Col.	Collegedale, Tenn.	PrC	675	775	1450	1776	75	900	2751	
Southern Mississippi, Univ. of	Hattiesburg, Miss.	PuC	4950	3750	8700	477	7	645	1129	Out of state +$600. 4 qtrs. avail.
Southern Oregon Col.	Ashland, Ore.	PuC	2200	2000	4200	513		1026	1539	Out of state +$720. 4 qtrs. avail.
Southern State Col.	Magnolia, Ark.	PuC	1200	1000	2200	400		728	1128	Out of state +$270
Southern Utah State Col.	Cedar City, Ut.	PuC	1000	650	1650	384	129	800	1313	Out of state +[illegible]
Southwest Missouri State Col.	Springfield, Mo.	PuC	4500	4100	8600		300	810	1110	Out of state +$800
Southwest Texas State Univ.	San Marcos, Tex.	PuC	6500	5900	12,400	120	100	868	1088	Out of state +$300
Southwestern at Memphis	Memphis, Tenn.	PrC	550	520	1070	2000		950	2950	
Southwestern Col.	Winfield, Kan.	PrC	370	250	620	1500	145	842	2487	
Southwestern Louisiana, The Univ. of	Lafayette, La.	PuC	5460	4090	9550	—304—		792	1096	Out of state +$630
Southwestern State Col.	Weatherford, Okla.	PuC	3600	1600	5200	420	25	780	1225	Out of state +$660. 3 sems. avail.
Southwestern Union Col.	Keene, Tex.	PrC	350	300	650	1737	33	945	2715	
Southwestern Univ.	Georgetown, Tex.	PrC	420	420	840	1550	80	875	2505	
Spalding Col.	Louisville, Ky.	PrC	50	550	600	1280	60	1100	2440	
Spelman Col.	Atlanta, Ga.	PrW		1100	1100	1350	130	1200	2680	
Spertus Col. of Judaica	Chicago, Ill.	PrC	200	300	500	720	10		730	4 qtrs. avail. No housing
Spring Arbor Col.	Spring Arbor, Mich.	PrC	350	410	760	1700		900	2600	
Spring Hill Col.	Mobile, Ala.	PrC	510	350	860	1500	73	1100	2673	
Springfield Col.‡	Springfield, Mass.	PrC	1140	880	2020	1900	261	1063	3224	
Stanford Univ.	Stanford, Cal.	PrC	4000	2500	6500	3135		1425	4560	4 qtrs. avail.
Stanislaus State Col. ‡	Turlock, Cal.	PuC	1370	1230	2600		158		158	Out of state +$1110. No housing
Stephen F. Austin State Univ.	Nacogdoches, Tex.	PuC	5100	5000	10,100	100	320	890	1310	Out of state +$960
Stephens Col.	Columbia, Mo.	PrW		1725	1725				3750*	*Includes tuition, fees, R&B
Sterling Col.	Sterling, Kan.	PrC	270	230	500	1450		940	2390	
Stern Col. for Women	New York, N. Y.	PrCo	*	500	500	2250	105	1420	3775	*See Yeshiva Col.
Stetson Univ.	DeLand, Fla.	PrC	1000	870	1870	2000	100	1050	3150	
Steubenville, The Col. of	Steubenville, O.	PrC	500	300	800	—1600—		1100	2700	
Stevens Inst. of Tech.	Hoboken, N. J.	PrC	1050	75	1125	2675	40	1228	3943	
Stonehill Col.	North Easton, Mass.	PrC	850	730	1580	2050	60	1250	3360	
Stout State Univ.	Menomonie, Wis.				See:	Wisconsin, Univ. of, at Stout				
Stratford Col.	Danville, Va.	PrW		500	500	2125	75	1000	3200	3-yr. bachelor's program only
Suffolk Univ.	Boston, Mass.	PrC	1400	600	2000	1400	25	1500*	2925	*No housing; off-campus est.
Sul Ross State Col.	Alpine, Tex.	PuC	1600	1200	2800	120	104	860	1084	Out of state +$1080
Susquehanna Univ.	Selinsgrove, Pa.	PrC	765	635	1400	2150	90	1050	3290	
Swarthmore Col.	Swarthmore, Pa.	PrC	660	540	1200	2650	235	1315	4200	
Sweet Briar Col.	Sweet Briar, Va.	PrW		740	740				4050*	*Includes tuition, fees, R&B
Syracuse Univ.	Syracuse, N. Y.	PrC	4730	4060	8790	2880		1460	4340	
State-supported schools					See:	New York, State Univ. of				
T										
Tabor Col.	Hillsboro, Kan.	PrC	220	250	470	1500	92	880	2472	
Talladega Col.	Talladega, Ala.	PrC	250	350	600	1070	125	905	2100	
Tampa, Univ. of	Tampa, Fla.	PrC	1500	500	2000	—1900—		1100	3000	
Tarkio Col.	Tarkio, Mo.	PrC	400	200	600	1800	66	1000	2866	3 sems. avail.
Tarleton State Col.	Stephenville, Tex.	PuC	2000	1000	3000	128	200	850	1178	Out of state +$1152
Taylor Univ.	Upland, Ind.	PrC	700	700	1400	1810	156	1029	2995	
Temple Buell Col.	Denver, Colo.				See:	Colorado Women's Col.				
Temple Univ.	Philadelphia, Pa.	PuC	7400	5700	13,100	970		1430	2400	Out of state +$900
Tennessee, The Univ. of	Knoxville, Tenn.	PuC	12,000	7500	19,500	354	45	1110	1509	Out of state +$720. 4 qtrs. avail.
" " " "	Chattanooga, Tenn.	PuC	2050	1550	3600	346	50	1370	1766	Out of state +$720
Tennessee State Univ.‡	Nashville, Tenn.	PuC	2050	2155	4205		318	750	1068	Out of state +$600
Tennessee Technological Univ.	Cookeville, Tenn.	PuC	4000	1300	5300		348	870	1218	Out of state +$840. 4 qtrs. avail.
Tennessee Temple Col.	Chattanooga, Tenn.	PrC	650	685	1335	875	90	950	1915	
Tennessee Wesleyan Col.	Athens, Tenn.	PrC	320	290	610	1160	10	800*	1970	3-yr. bachelor's program avail. *5-day board
Texas, The Univ. of Arlington	Arlington, Tex.	PuC	10,600	3900	14,500	100	175	1245	1520	Out of state +$600

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
T (continued)										
Texas, The Univ. of (cont.)										
Austin	Austin, Tex.	PuC	24,000	16,000	40,000	$ 120	$146	$1126	$1392	Out of state +$1080
Texas Agr. & Mech. Univ.	College Station, Tex.	PuC	11,000	2000	13,000	120	137	950	1207	Out of state +$1080
Texas Arts & Industries Col.	Corpus Christi, Tex.	PuC	400	400	800	120	140	900	1160	Out of state +$480. Junior-senior program only
Texas Arts & Industries Univ.	Kingsville, Tex.	PuC	4500	2800	7300	120	140	900	1160	Out of state +$1200
Texas Christian Univ.	Fort Worth, Tex.	PrC	2300	2300	4600	1800	112	935	2847	Tuition guaranteed
Texas Col.	Tyler, Tex.	PrC	335	260	595	1134	169	935	2238	Cost guaranteed
Texas Lutheran Col.	Seguin, Tex.	PrC	580	500	1080	—1490—		900	2390	
Texas Southern Univ.	Houston, Tex.	PuC	2500	2500	5000	120	174	720	1014	Out of state +$1080
Texas Technological Univ.	Lubbock, Tex.	PuC	12,000	8000	20,000	120	162	944	1226	Out of state +$1080
Texas Wesleyan Col.	Fort Worth, Tex.	PrC	1200	800	2000	1050	64	890	2004	
Texas Woman's Univ.	Denton, Tex.	PuW		6300	6300	120	156	700	976	Out of state +$600. Nursing +$100. 3 sems. avail.
Thiel Col.	Greenville, Pa.	PrC	650	600	1250	2080	319	1070	3469	
Thomas Col.	Waterville, Me.	PrC	310	215	525	—1780—		1135	2915	
Thomas More Col.	Fort Mitchell, Ky.	PrC	700	400	[illegible]	1216	110	1030	2356	
Tift Col.‡	Forsyth, Ga.	PrW		650	[illegible]	801	42	705	1548	4 qtrs. avail.
Toledo, Univ. of	Toledo, O.	PuC	[illegible]	4640	12,535	630	150	1260	2040	Out of state +$1156
Tougaloo Col.‡	Tougaloo, Miss.	PrC	420	500	920	1000	50	900	1950	
Towson State Col.	Baltimore, Md.	PuC	2800	3900	6700	[illegible]	236	1125	1561	Out of state +$250
Transylvania Col.	Lexington, Ky.	PrC	375	355	730	2190		1130	3320	Cost guaranteed. 4 qtrs. avail.
Trenton State Col.	Trenton, N. J.	PuC	2600	3700	6300	535	114	1250	1899	Out of state +$535
Trevecca Nazarene Col.	Nashville, Tenn.	PrC	375	350	725	1230	135	900	2265	4 qtrs. avail.
Trinity Col.	Hartford, Conn.	PrC	980	600	1580	2850	185	1300	4335	
Trinity Col.	Washington, D. C.	PrW		600	600	2200	86	1300	3586	4 terms avail.
Trinity Col.	Deerfield, Ill.	PrC	305	400	705	1820	120	1120	3060	
Trinity Col	Durham, N. C.	PrCo			See:	Duke Univ.				
Trinity Col.	Burlington, Vt.	PrW		500	500	1250	122	1000	2372	
Trinity Univ.	San Antonio, Tex.	PrC	1150	1150	2300	2000	100	1190	3290	
Tri-State Col.	Angola, Ind.	PrC	1200	200	1400	1620	45	1050	2715	4 qtrs. avail.
Troy State Univ.	Troy, Ala.	PuC	1850	1440	3290	—	450	800	1250	Out of state +$180. 4 qtrs. avail.
" " "	Maxwell A. F. B., Ala.	PuC	935	510	1445	630	—	—	630	Out of state +$180. 4 qtrs. avail. No housing
Tufts Univ.	Medford, Mass.	PrCo	2200	1500	3700	3200	30	1580	4810	Guaranteed-cost plan avail.
Tulane Univ.	New Orleans, La.	PrCo	2930	*	2930	2300	220	1295	[illegible]	*See Newcomb Col.
Tulsa, Univ. of	Tulsa, Okla.	PrC	2150	1450	3600	1200	25	975	2200	
Tusculum Col.	Greeneville, Tenn.	PrC	300	250	550	1650	27	1162	2839	
Tuskegee Inst.	Tuskegee, Ala.	PrC	1600	1600	3200	1075	—	7[illegible]5	1800	
U										
Union Col.	Barbourville, Ky.	PrC	350	250	600	1630	—	844	2474	
Union Col.	Lincoln, Neb.	PrC	380	450	830	1870	100	1000	2970	
Union Col.	Schenectady, N. Y.	PrC	1500	500	2000	3000	60	1250	4310	
Union Univ.	Jackson, Tenn.	PrC	475	525	1000	1120	—	780	1900	
United Wesleyan Col.	Allentown, Pa.	PrC	125	75	200	1300	256	920	2475	3-yr. bachelor's program avail.
Upper Iowa Col.	Fayette, Ia.	PrC	420	230	650	1490	280	960	2730	
Upsala Col.	East Orange, N. J.	PrC	700	650	1350	2100	30	1200	3330	
Ursinus Col.	Collegeville, Pa.	PrC	620	530	1150	2150	46	1100	3296	
Ursuline Col. for Women	Cleveland, O.	PrW		325	325	1350	100	1100	2550	
Utah, Univ. of	Salt Lake City, Ut.	PuC	11,200	6100	17,300	—480—		1023	1503	Out of state +$675. 4 qtrs. avail.
Utah State Univ.	Logan, Ut.	PuC	4230	2730	6960	353	86	930	1369	Out of state +$510. 4 qtrs. avail.
Utica Col.	Utica, N. Y.	PrC	1100	600	1700	2180	—	1205	3385	
V										
Valdosta State Col.	Valdosta, Ga.	PuC	1475	1600	3075	345	78	804	1227	Out of state +$540. 4 qtrs. avail.
Valley City State Col.	Valley City, N. D.	PuC	550	525	1075	315	117	705	1137	Out of state +$537
Valparaiso Univ.	Valparaiso, Ind.	PrC	1800	1600	3400	2020	164	1130	3314	Music +$80
Vanderbilt Univ.	Nashville, Tenn.	PrC	2800	1800	4600	2600	89	1200	3889	3 sems. avail.
Vassar Col.	Poughkeepsie, N. Y.	PrC	820	1330	2150	2900	115	1300	4315	
Vermont, Univ. of, & State Agr. Col.‡	Burlington, Vt.	PuC	3100	2900	6000	950	132	1000	2082	Out of state +$1450
Villa Maria Col.	Erie, Pa.	PrW		510	510	1750	—	1100	2850	
Villanova Univ.	Villanova, Pa.	PrC	4300	1200	5500	2250	70	1400	3720	
Virgin Islands, Col. of the	St. Thomas, V. I.	PuC	300	315	615	250	64	1043	1357	Nonresident +$500
Virginia, Univ. of	Charlottesville, Va.	PuC	6000	2550	8550	445	177	1100	1722	Out of state +$825

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NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
V (Continued)										
Virginia, Univ. of (cont.)										
George Mason Univ.	Fairfax, Va.	PuC			3300	$ 580	$ 60		$ 640	Out of state +$720. No housing
Virginia Commonwealth Univ.	Richmond, Va.	PuC	3975	4856	8830	560	120	$1110	1790	Out of state +$500
Virginia Military Inst.	Lexington, Va.	PuM	1200		1200	400	610	775	1785	Out of state +$1435
Virginia Polytech. Inst.	Blacksburg, Va.	PuC	10,000	5000	15,000	540	87	860	1487	Out of state +$600. 4 terms avail.
Virginia State Col.	Petersburg, Va.	PuC	1120	1680	2800	460	230	768	1458	Out of state +$460
Virginia Union Univ.	Richmond, Va.	PrC	615	900	1515	1310	30	830	2170	
Virginia Wesleyan Col.	Norfolk, Va.	PrC	325	300	625	1800	15	1000	2815	
Viterbo Col.	La Crosse, Wis.	PrC	150	500	650	1490	50	1030	2570	
W										
Wabash Col.	Crawfordsville, Ind.	PrM	760		760	2420	50	1025	3495	
Wagner Col.	Staten Island, N. Y.	PrC	1050	1050	2100	2240	50	1250	3540	
Wake Forest Univ.	Winston-Salem, N. C.	PrC	1800	1000	2800	2000		1000	3000	
Walla Walla Col.	College Place, Wash.	PrC	800	820	1620	1875	75	825	2775	
Walsh Col.	Canton, O.	PrC	520	300	820	1440	116	1000	2556	
Warner Pacific Col.	Portland, Ore.	PrC	280	200	480	1665	114	855	2634	Tuition guaranteed
Warren Wilson Col.	Swannanoa, N. C.	PrC	230	210	440	1600	115	860	1614*	*Reflects earnings in required cooperative work program
Wartburg Col.	Waverly, Ia.	PrC	650	650	1300	1800	100	850	2750	
Washburn Univ. of Topeka	Topeka, Kan.	PuC	2150	1400	3550	510	63	990	1563	Out of state +$370
Washington & Jefferson Col.	Washington, Pa.	PrC	800	300	1100	2600	125	1250	3975	
Washington & Lee Univ.	Lexington, Va.	PrM	1400		1400	—2500—		900	3400	
Washington, Univ. of‡	Seattle, Wash.	PuC	15,900	9220	25,120	495		1050	1545	Out of state +$864. 4 qtrs. avail.
Washington Col.	Chestertown, Md.	PrC	375	375	750	2300	121	1050	3471	
Washington State Univ.	Pullman, Wash.	PuC	9500	5000	14,500	564		1050	1614	Out of state +$1017
Washington Univ.	St. Louis, Mo.	PrC	2300	1700	4000	—2900—		1400	4300	
Wayland Baptist Col.	Plainview, Tex.	PrC	500	600	1100	800	80	860	1740	
Wayne State Col.	Wayne, Neb.	PuC	1100	1000	2100	363	80	732	1175	Out of state +$308. 3 sems. avail.
Wayne State Univ.	Detroit, Mich.	PuC	8800	6930	15,730	668		1000*	1668	Out of state +$1190. 4 qtrs. avail. *Women only
Waynesburg Col.	Waynesburg, Pa.	PrC	600	320	920	1930	126	1030	3086	
Webb Inst. of Naval Architecture	Glen Cove, N. Y.	PrM	80		80			1400	1400	
Weber State Col.	Ogden, Ut.	PuC	5085	3915	9000	405		835	1240	Out of state +$405. 4 qtrs. avail.
Webster Col.	St. Louis, Mo.	PrC	400	600	1000	2200	30	1210	3440	
Wellesley Col.	Wellesley, Mass.	PrW		1750	1750	2800	50	1450	4300	
Wells Col.	Aurora, N. Y.	PrW		600	600	3070	45	1080	4195	
Wesleyan Col.	Macon, Ga.	PrW		530	530	1885	160	855	2900	
Wesleyan Univ.	Middletown, Conn.	PrC	1000	750	1750	3000	285	1355	4640	
West Chester State Col.	West Chester, Pa.	PuC	2180	3380	5560	750	80	756	1586	Out of state +$726
West Florida, Univ. of	Pensacola, Fla.	PuC	2300	1300	3600	570		1043	1613	Out of state +$900. 4 qtrs. avail.
West Liberty State Col.	West Liberty, W. Va.	PuC	1400	1400	2800	250		1100	1350	Out of state +$750
West Texas State Univ.	Canyon, Tex.	PuC	3500	3000	6500	130	160	900	1090	Out of state +$1280
West Virginia Inst. of Tech.	Montgomery, W. Va.	PuC	1625	510	2135	50	211	1030	1291	Out of state +$750
West Virginia State Col.	Institute, W. Va.	PuC	1200	1800	3000	50	254	972	1276	Out of state +$750
West Virginia Univ.	Morgantown, W. Va.	PuC	8320	4160	12,480	—310—		1288	1598	Out of state +$830
West Virginia Wesleyan Col.	Buckhannon, W. Va.	PrC	720	830	1550	1600	220	1130	2950	3 sems. avail.
Western Baptist Bible Col.	Salem, Ore.	PrC	620	700	1320	1155	32	945	2132	
Western Carolina Univ.‡	Cullowhee, N. C.	PuC	3200	2400	5600	225	291	765	1281	Out of state +$1575. 4 qtrs. avail.
Western Col., The‡	Oxford, O.	PrC	30	310	340	2624		1216	3840	
Western Connecticut State Col.	Danbury, Conn.	PuC	1200	1700	2900	450	111	920	1481	Out of state +$900
Western Illinois Univ.	Macomb, Ill.	PuC	7000	6100	13,100	420	137	1053	1610	Out of state +$846
Western Kentucky Univ.	Bowling Green, Ky.	PuC	5100	4800	9900		420	1000	1420	Out of state +$540
Western Maryland Col.	Westminster, Md.	PrC	565	565	1130	2150		1050	3200	
Western Michigan Univ.	Kalamazoo, Mich.	PuC	8000	7000	15,000	540	5	1140	1685	Out of state +$600
Western Montana Col.	Dillon, Mont.	PuC	450	400	850	434		780	1214	Out of state +$846. 4 qtrs. avail.
Western New England Col.	Springfield, Mass.	PrC	1150	350	1500	1620	170	1100	2890	
Western New Mexico Univ.	Silver City, N. M.	PuC	750	620	1370	—333—		864	1197	Out of state +$567
Western State Col. of Colorado	Gunnison, Colo.	PuC	1800	1200	3000	306	156	909*	1371	Out of state +$900. *5-day board
Western Washington State Col.	Bellingham, Wash.	PuC	4400	3800	8200	—495—		950	1445	Out of state +$864
Westfield State Col.	Westfield, Mass.	PuC	850	1650	2500	300	160	1025	1485	Out of state +$300
Westmar Col.	LeMars, Ia.	PrC	450	350	800	1710	130	900	2740	
Westminster Choir Col.	Princeton, N. J.	PrC	210	230	440	2300	154	1080	3534	

NAME OF INSTITUTION	LOCATION	UNDERGRADUATE ENROLLMENT				1973-1974 FIXED COSTS				COMMENTS
		Type	Men	Women	Total	Tuition	Fees	R & B	Total	
W (continued)										
Westminster Col.	Fulton, Mo.	PrCo	705	*	705	$2150	$ 60	$ 950	$3160	Guaranteed-tuition plan avail. *See William Woods Col.
Westminster Col.	New Wilmington, Pa.	PrC	830	750	1580	2010		980	2990	
Westminster Col.	Salt Lake City, Ut.	PrC	440	390	830	1210	75	875	2160	
Westmont Col.	Santa Barbara, Cal.	PrC	450	510	960	2130	202	1052	3384	
Wheaton Col.	Wheaton, Ill.	PrC	935	915	1850	1910		1080	2990	4 qtrs. avail.
Wheaton Col.	Norton, Mass.	PrW		1175	1175	3300	170	1200	4670	
Wheeling Col.	Wheeling, W. Va.	PrC	385	220	605	1633	100	1340	3073	
Wheelock Col.	Boston, Mass.	PrC	25	625	650	2350		1250	3600	
White Plains, The Col. of	White Plains, N. Y.	PrC	50	500	550	1700	50	1200	2950	
Whitman Col.	Walla Walla, Wash.	PrC	595	480	1075	2280		960	3240	
Whittier Col.	Whittier, Cal.	PrC	750	800	1550	2250	126	1080	3456	
Whitworth Col.	Spokane, Wash.	PrC	650	750	1400	1900	100	975	2975	Tuition guaranteed
Wichita State Univ.	Wichita, Kan.	PuC	8200	5100	13,300	383	90	925	1398	Out of state +$590
Widener Col.	Chester, Pa.	PrC	1300	300	1600	2300	230	1375	3905	
Wilberforce Univ.‡	Wilberforce, O.	PrC	700	700	1400	1400		960	2360	3 sems. avail.
Wilkes Col.	Wilkes-Barre, Pa.	PrC	1300	1100	2400	1850	20	1200	3070	
Willamette Univ.	Salem, Ore.	PrC	750	550	1300	2080	58	1080	3219	
William & Mary, Col. of	Williamsburg, Va.	PuC	1850	1750	3600	706	40	1000	1746	Out of state +$1070
William Carey Col.	Hattiesburg, Miss.	PrC	460	340	800	700	330	700	1730	
William Jewell Col.	Liberty, Mo.	PrC	700	500	1200	1250	150	950	2350	
William Paterson Col. of New Jersey, The	Wayne, N. J.	PuC	3150	3850	7000	535	99	1170	1804	Out of state +$535
William Penn Col.	Oskaloosa, Ia.	PrC	475	225	700	1780	154	960	2894	
William Smith Col.	Geneva, N. Y.	PrCo	*	600	600	2835	75	1250	4160	*See Hobart Col.
William Woods Col	Fulton, Mo.	PrCo	*	880	880	1970	90	1090	3150	*See Westminster Col.
Williams Col.	Williamstown, Mass.	PrC	1250	450	1700	2800	110	1495	4405	
Wilmington Col.‡	Wilmington, O.	PrC	550	450	1000	1905	150	1005	3060	4 qtrs. avail.
Wilson Col.	Chambersburg, Pa.	PrW		500	500	2400	40	1200	3640	
Windham Col.	Putney, Vt.	PrC	475	425	900	2550	170	1050	3770	
Winona State Col.	Winona, Minn.	PuC	1800	2000	3800	348	90	825	1263	Out of state +$396
Winston-Salem State Univ.	Winston-Salem, N. C.	PuC	650	1050	1700	230	288	782	1300	Out of state +$1385
Winthrop Col.	Rock Hill, S. C.	PuC	200*	2400	2600	150	320	900	1370	Out of state +$660. *Men: juniors & seniors only
Wisconsin, Univ. of	Madison, Wis.	PuC	12,400	9300	21,700	470	88	1130	1688	Out of state +$1348
Eau Claire	Eau Claire, Wis.	PuC	3700	4500	8200	550	450	1100	2100	Out of state +$1010. Cost guaranteed
Green Bay	Green Bay, Wis.	PuC	2145	1555	3700	558		1150	1708	Out of state +$1348
La Crosse	La Crosse, Wis.	PuC	3250	3600	6850	400	146	962	1508	Out of state +$1145
Milwaukee	Milwaukee, Wis.	PuC	7600	5600	13,200	470	88	1200	1758	Out of state +$1348
Oshkosh	Oshkosh, Wis.	PuC	6055	5255	11,310	526		1010	1536	Out of state +$1145
Parkside	Kenosha, Wis.	PuC	2500	2000	4500	558		1200	1758	Out of state +$1342
Platteville	Platteville, Wis.	PuC	2700	1300	4000	400	144	990	1534	Out of state +$745
River Falls	River Falls, Wis.	PuC	2300	1600	3900	495	130	890	1515	Out of state +$1005. 4 qtrs. avail.
Stevens Point‡	Stevens Point, Wis.	PuC	4900	3800	8700	336	100	939	1375	Out of state +$1130
Stout	Menomie, Wis.	PuC	2800	1900	4700	528		1050	1578	
Superior	Superior, Wis.	PuC	1420	800	2220	534		1000	1534	Out of state +$1145
Whitewater	Whitewater, Wis.	PuC	4000	3400	7400	531		1000	1531	
Wittenberg Univ.	Springfield, O.	PrC	1250	1350	2600	2508	66	1176	3750	4 qtrs. avail.
Wofford Col.	Spartanburg, S. C.	PrC	1000	40	1040	--2050--		1200	3250	3 sems. avail.
Woman's Col., The	Durham, N. C.	PrCo			See:	Duke Univ.				
Woodbury Col.	Los Angeles, Cal.	PrC	1700	800	2500	1566	3	706*	2275	Tuition guaranteed. *Room only
Wooster, The Col. of	Wooster, O.	PrC	940	880	1820				3621*	4 qtrs. avail. *Includes tuition, fees, R&B
Worcester Polytech. Inst.	Worcester, Mass.	PrC	1900	100	2000	2750	140	1210	4100	
Worcester State Col.	Worcester, Mass.	PuC	1300	1800	3100	300	95	1200	1595	Out of state +$300
Wright State Univ.	Dayton, O.	PuC	3540	2380	5920	750		1260	2010	Out of state +$900. 4 qtrs. avail.
Wyoming, Univ. of	Laramie, Wyo.	PuC	5000	2000	7000	410		943	1353	Out of state +$966
X										
Xavier Univ.	Cincinnati, O.	PrC	1600	450	2050	1500	160	1060	2720	
Y										
Yale Univ.	New Haven, Conn.	PrC	3850	1050	4900	3400		1600	5000	
Yankton Col.	Yankton, S. D.	PrC	275	125	400	1300	230	1000	2530	3 yr. bachelor's program avail.
Yeshiva Col.	New York, N. Y.	PrCo	850	*	850	2250	105	1420	3775	*See Stern Col. for Women
York Col. of Pennsylvania	York, Pa.	PrC	1060	660	1720	1200	131	1080	2411	
Youngstown State Univ.	Youngstown, O.	PuC	5800	3700	9500	570		925*	1495	Out of state +$480. 4 qtrs. avail. *Men only

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Spring Hill Col.
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Bethany Col.
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Kansas Newman Col.
Kansas State Col. of
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Kansas State Univ.
Kansas Wesleyan Univ.
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Western Maryland Col.

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Massachusetts Col. of Art
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Mount Holyoke Col.
New England Conservatory of
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Newton Col.
Nichols Col.
North Adams State Col.
Northeastern Univ.
Our Lady of the Elms, Col. of
Radcliffe Col.
Regis Col.
Salem State Col.
Simmons Col.
Smith Col.
Southeastern Mass. Univ.
Springfield Col.
Stonehill Col.
Suffolk Univ.
Tufts Univ.
Wellesley Col.
Western New England Col.
Westfield State Col.
Wheaton Col.
Wheelock Col.
Williams Col.
Worcester Polytech. Inst.
Worcester State Col.

Michigan
Adrian Col.
Albion Col.
Alma Col.
Andrews Univ.
Aquinas Col.
Calvin Col.
Central Michigan Univ.
Detroit, Univ. of
Detroit Bible Col.
Detroit Col. of Business
Detroit Inst. of Tech.
Eastern Michigan Univ.

Ferris State Col.
General Motors Inst.
Grand Valley State Col.
Hillsdale Col.
Hope Col.
Kalamazoo Col.
Lake Superior State Col.
Lawrence Inst. of Tech.
Madonna Col.
Marygrove Col.
Mercy Col. of Detroit
Michigan, Univ. of
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Michigan Tech. Univ.
Nazareth Col.
Northern Michigan Univ.
Oakland Univ.
Olivet Col.
Saginaw Valley Col.
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Wayne State Univ.
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Minnesota

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Bethel Col.
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Concordia Col. (Moorhead)
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Gustavus Adolphus Col.
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St. Mary's Col.
St. Olaf Col.
St. Paul Bible Col.
St. Scholastica, Col. of
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Alcorn A&M Col.
Belhaven Col.
Blue Mountain Col.
Jackson State Col.
Millsaps Col.
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Mississippi Col.
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Mississippi State Univ.
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Missouri

Avila Col.
Calvary Bible Col.
Central Methodist Col.
Central Missouri State Col.
Culver-Stockton Col.
Drury Col.
Evangel Col.
Fontbonne Col.
Immaculate Conception Sem.
Lincoln Univ.
Lindenwood Cols., The
Maryville Col.
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Missouri Southern State Col.
Missouri Valley Col.
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Northwest Mo. State Univ.
Notre Dame Col.
Park Col.
Rockhurst Col.
St. Louis Univ.
Southeast Mo. State Col.
Southwest Mo. State Col.
Stephens Col.
Tarkio Col.
Washington Univ.
Webster Col.
Westminster Col.
William Jewell Col.
William Woods Col.

Montana

Carroll Col.
Eastern Montana Col.
Great Falls, Col. of
Montana, Univ. of
Montana Col. of Mineral Science & [illegible]
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Northern Montana Col.
Rocky Mountain Col.
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Nebraska

Chadron State Col.
Concordia Teachers Col.
Creighton Univ.
Dana Col.
Doane Col.
Grace Bible Inst.
Hastings Col.
Kearney State Col.
Midland Lutheran Col.
Nebraska, Univ. of
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Peru State Col.
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Union Col.
Wayne State Col.

Nevada

Nevada, Univ. of

New Hampshire

Dartmouth Col.
Franklin Pierce Col.
Keene State Col.
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New Jersey

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Bloomfield Col.
Caldwell Col. for Women
Don Bosco Col.
Drew Univ.
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Monmouth Col.
Montclair State Col.
Newark Col. of Eng.
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Northeastern Bible Col.
Princeton Univ.
Ramapo Col. of New Jersey
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New York

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Alfred Univ.
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Dominican Col. of Blauvelt
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Elmira Col.
Finch Col.
Hamilton Col.
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King's Col.
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Long Island Univ.
Manhattan Col.
Manhattanville Col.
Marist Col.
Marymount Col.
Marymount Manhattan Col.
Medaille Col.
Mercy Col.
Mills Col. of Educ.
Molloy Catholic Col. for Women
Mount Saint Mary Col.
Mount St. Vincent, Col. of
Nazareth Col. of Rochester
New Rochelle, Col. of
New York, The City Univ. of
New York, State Univ. of
New York Univ.
Niagara Univ.
Pace Col.
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Pratt Inst.
Rensselaer Polytech. Inst.
Roberts Wesleyan Col.
Rochester, Univ. of
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St. John Fisher Col.
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Queens Col.
Sacred Heart Col.
St. Andrew's Presbyterian Col.
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Shaw Univ.
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Warren Wilson Col.
Western Carolina Univ.
Winston-Salem State Univ.
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Mayville State Col.
Minot State Col.
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Ohio

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Antioch Col.
Ashland Col.
Baldwin-Wallace Col.
Bluffton Col.
Bowling Green State Univ.
Capital Univ.
Case Western Reserve Univ.
Cincinnati, Univ. of
Cleveland Inst. of Music, The
Cleveland State Univ., The
Dayton, Univ. of
Defiance Col., The
Denison Univ.
Edgecliff Col.
Findlay Col.
Heidelberg Col.
Hiram Col.
John Carroll Univ.
Kent State Univ.
Kenyon Col.
Lake Erie Col.
Malone Col.
Marietta Col., The
Mary Manse Col.
Miami Univ.
Mount Saint Joseph on the Ohio, Col. of
Mount Union Col.
Muskingum Col.
Notre Dame Col.
Oberlin Col.
Ohio Dominican Col.
Ohio Northern Univ.
Ohio State Univ., The
Ohio Univ.
Ohio Wesleyan Univ.
Otterbein Col.
Rio Grande Col.
St. John Col. of Cleveland
Steubenville, The Col. of
Toledo, Univ. of
Ursuline Col. for Women
Walsh Col.
Western Col., The
Wilberforce Univ.
Wilmington Col.
Wittenberg Univ.
Wooster, The Col. of
Wright State Univ.
Xavier Univ.
Youngstown State Univ.

Oklahoma

Bethany Nazarene Col.
Central State Univ.
East Central State Col.
Langston Univ.
Northeastern State Col.
Northwestern State Col.
Oklahoma, Univ. of
Oklahoma Baptist Univ.
Oklahoma Christian Col.
Oklahoma City Univ.
Oklahoma Col. of Liberal Arts
Oral Roberts Univ.
Panhandle State Col.
Phillips Univ.
Southeastern State Col.
Southwestern State Col.
Tulsa, Univ. of

Oregon

Eastern Oregon Col.
George Fox Col.
Lewis & Clark Col.
Linfield Col.
Marylhurst Col.
Mt. Angel Col.
Mount Angel Sem.
Oregon, Univ. of
Oregon Col. of Educ.
Oregon State Univ.
Pacific Univ.
Portland, Univ. of
Portland State Univ.
Reed Col.
Southern Oregon Col.
Warner Pacific Col.
Western Baptist Bible Col.
Willamette Univ.

Pennsylvania

Acad. of the New Church
Albright Col.
Allegheny Col.
Alliance Col.
Alvernia Col.
Beaver Col.
Bloomsburg State Col.
Bryn Mawr Col.
Bucknell Univ.
California State Col.
Carlow Col.
Carnegie-Mellon Univ.
Cedar Crest Col.
Chatham Col.
Chestnut Hill Col.
Cheyney State Col.
Clarion State Col.
Dickinson Col.
Drexel Univ.
Duquesne Univ.
East Stroudsburg State Col.
Eastern Col.
Edinboro State Col.
Elizabethtown Col.
Franklin & Marshall Col.
Gannon Col.
Geneva Col.
Gettysburg Col.
Grove City Col.
Gwynedd-Mercy Col.
Haverford Col.
Holy Family Col.
Immaculata Col.
Indiana Univ. of Pennsylvania
Juniata Col.
King's Col.
Kutztown State Col.
Lafayette Col.
LaSalle Col.
Lebanon Valley Col.
Lehigh Univ.
Lincoln Univ.
Lock Haven State Col.
Lycoming Col.
Mansfield State Col.
Marywood Col.
Mercyhurst Col.
Messiah Col.
Millersville State Col.
Misericordia Col.
Moravian Col.
Muhlenberg Col.
Pennsylvania, Univ. of
Pennsylvania State Univ.
Philadelphia Col. of Art
Philadelphia Col. of Bible
Philadelphia Col. of Pharmacy & Science
Philadelphia Col. of Textiles & Science
Philadelphia Musical Acad.
Pittsburgh, Univ. of
Point Park Col.
Robert Morris Col.
Rosemont Col.
St. Francis Col.
Saint Joseph's Col.
St. Vincent Col.
Scranton, Univ. of
Seton Hill Col.
Shippensburg State Col.
Slippery Rock State Col.
Susquehanna Univ.
Swarthmore Col.
Temple Univ.
Thiel Col.
United Wesleyan Col.
Ursinus Col.
Villa Maria Col.
Villanova Univ.
Washington & Jefferson Col.
Waynesburg Col.
West Chester State Col.
Westminster Col.
Widener Col.
Wilkes Col.
Wilson Col.
York Col. of Pennsylvania

Rhode Island

Barrington Col.
Brown Univ.
Bryant Col.
Pembroke Col.
Providence Col.
Rhode Island, Univ. of
Rhode Island Col.

Rhode Island School of Design
Salve Regina Col.

South Carolina
Allen Univ.
Baptist Col. at Charleston
Benedict Col.
Bob Jones Univ.
Central Wesleyan Col.
Charleston, Col. of
Citadel, The
Claflin Col.
Clemson Univ.
Coker Col.
Columbia Bible Col.
Columbia Col.
Converse Col.
Erskine Col.
Furman Univ.
Lander Col.
Limestone Col.
Newberry Col.
Presbyterian Col.
South Carolina, Univ. of
Winthrop Col.
Wofford Col.

South Dakota
Augustana Col.
Black Hills State Col.
Dakota State Col.
Dakota Wesleyan Univ.
Huron Col.
Mount Marty Col.
National Col. of Bus
Northern State Col.
Sioux Falls Col.
South Dakota, Univ. of
South Dakota School of Mines & Tech.
South Dakota State Univ.
Yankton Col.

Tennessee
Austin Peay State Univ.
Belmont Col.
Bethel Col.
Bryan Col.
Carson-Newman Col.
Christian Brothers Col.
Covenant Col.
David Lipscomb Col.
East Tennessee State Univ.
Fisk Univ.
Free Will Baptist Bible Col.
George Peabody Col. for Teachers
King Col.
Knoxville Col.
Lambuth Col.
Lane Col.
Lee Col.
LeMoyne-Owen Col.
Lincoln Memorial Univ.
Maryville Col.
Memphis Acad. of Arts, The
Memphis State Univ.
Middle Tenn. State Univ.
Milligan Col.
Scarritt Col.
South, Univ. of the
Southern Missionary Col.
Southwestern at Memphis
Tennessee, The Univ. of
Tennessee State Univ.
Tennessee Tech. Univ.
Tennessee Temple Col.
Tennessee Wesleyan Col.
Trevecca Nazarene Col.
Tusculum Col.
Union Univ.
Vanderbilt Univ.

Texas
Abilene Christian Col.
Angelo State Univ.
Austin Col.
Baylor Univ.
Bishop Col.
Dallas, Univ. of
Dallas Baptist Col.
Dominican Col.
East Texas Baptist Col.
East Texas State Univ.
Hardin-Simmons Univ.
Houston, Univ. of
Houston Baptist Col.
Howard Payne Col.
Huston-Tillotson Col.
Incarnate Word Col.
Jarvis Christian Col.
Lamar Univ.
LeTourneau Col.
McMurry Col.
Mary Hardin-Baylor Col.
Midwestern Univ.
North Texas State Univ.
Our Lady of the Lake Col.
Pan American Univ.
Prairie View A&M Col.
Rice Univ.
St. Mary's Univ.
St. Thomas, Univ. of
Sam Houston State Univ.
Southern Methodist Univ.
Southwest Texas State Univ.
Southwestern Union Col.
Southwestern Univ.
Stephen F. Austin State Col.
Sul Ross State Col.
Tarleton State Col.
Texas, The Univ. of
Texas A&I Col.
Texas A&I Univ.
Texas A&M Univ.
Texas Christian Univ.
Texas Col.
Texas Lutheran Col.
Texas Southern Univ.
Texas Technological Univ.
Texas Wesleyan Col.
Texas Woman's Univ.
Trinity Univ.
Wayland Baptist Col.
West Texas State Univ.

Utah
Brigham Young Univ.
Southern Utah State Col.
Utah, Univ. of
Utah State Univ.
Weber State Col.
Westminster Col.

Vermont
Bennington Col.
Castleton State Col.
Goddard Col.
Johnson State Col.
Lyndon State Col.
Marlboro Col.
Middlebury Col.
Norwich Univ.
St. Joseph the Provider, Col. of
St. Michael's Col.
Trinity Col.
Vermont, Univ. of
Windham Col.

Virginia
Bridgewater Col.
Clinch Valley Col.
Eastern Mennonite Col.
Emory & Henry Col.
Hampden Sydney Col.
Hampton Inst.
Hollins Col.
Longwood Col.
Lynchburg Col.
Madison Col.
Mary Baldwin Col.
Mary Washington Col.
Norfolk State Col.
Old Dominion Univ.
Radford Col.
Randolph-Macon Col.
Randolph-Macon Woman's Col.
Richmond, Univ. of
St. Paul's Col.
Shenandoah Col.
Stratford Col.
Sweet Biar Col.
Virginia, Univ. of
Virginia Commonwealth Univ.
Virginia Military Inst.
Virginia Polytech. Inst.
Virginia State Col.
Virginia Union Univ.
Virginia Wesleyan Col.
Washington & Lee Univ.
William & Mary, Col. of

Washington
Central Wash. State Col.
Eastern Wash. State Col.
Fort Wright Col. of the Holy Names
Gonzaga Univ.
Pacific Lutheran Univ.
Puget Sound, Univ. of
St. Martin's Col.
Seattle Pacific Col.
Seattle Univ.
Walla Walla Col.
Washington, Univ. of
Washington State Univ.
Western Wash. State Col.
Whitman Col.
Whitworth Col.

West Virginia
Alderson-Broaddus Col.
Bethany Col.
Bluefield State Col.
Concord Col.
Davis & Elkins Col.
Fairmont State Col.
Glenville State Col.
Marshall Univ.
Morris Harvey Col.
Salem Col.
Shepherd Col.
West Liberty State Col.
West Virginia Inst. of Tech.
West Virginia State Col.
West Virginia Univ.
West Virginia Wesleyan Col.
Wheeling Col.

Wisconsin
Alverno Col.
Beloit Col.
Cardinal Stritch Col.
Carroll Col.
Carthage Col.
Edgewood Col.
Lakeland Col.
Lawrence Univ.
Marian Col. of Fond du Lac
Marquette Univ.
Milton Col.
Milwaukee School of Eng.
Mount Mary Col.
Northland Col.
Racine, The Col. of
Ripon Col.
St. Norbert Col.
Silver Lake Col. of the Holy Family
Viterbo Col.
Wisconsin, Univ. of

Wyoming
Wyoming, Univ. of

Puerto Rico
Catholic Univ. of P.R.
Inter American Univ. of Puerto Rico
Puerto Rico, Univ. of

Virgin Islands
Virgin Islands, Col. of the

Cost Work Sheet

Basic cost today is the total of tuition, fees, and room and board listed in this booklet. **Personal expenses** are the total of such items as transportation, books, clothing, allowance, laundry, etc.

Child's name .... **Present age** ....

1st Choice

Name of college ....

$ .... **Basic cost today**
+ $ .... **Personal expenses today**
= $ .... **Total per year**
x 4
= $ .... **Minimum cost today**
+ $ .... **Allowance for rise in costs by 19**......
= $ .... **Total needed**

2nd Choice

Name of college ....

$ .... **Basic cost today**
+ $ .... **Personal expenses today**
= $ .... **Total per year**
x 4
= $ .... **Minimum cost today**
+ $ .... **Allowance for rise in costs by 19**......
= $ .... **Total needed**

3rd Choice

Name of college ....

$ .... **Basic cost today**
+ $ .... **Personal expenses today**
= $ .... **Total per year**
x 4
= $ .... **Minimum cost today**
+ $ .... **Allowance for rise in costs by 19**......
= $ .... **Total needed**

[Whereupon, at 11:05 a.m. the subcommittee recessed.]

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